DOCUMENT RESUME

ED 425 805 PS 026 974

TITLE	Helping Kids Succeed--Alaskan Style.
INSTITUTION	Association of Alaska School Boards, Juneau.; Alaska State Dept. of Health and Social Services, Anchorage.
SPONS AGENCY	Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE	1998-07-00
NOTE	200p.
CONTRACT	1X01MC00034-01
AVAILABLE FROM	Association of Alaska School Boards, Attn: Derek Peterson, Director of Child/Youth Advisory, 316 West 11th Street, Juneau, AK 99801; phone: 907-586-1083; e-mail: peterson@ptialaska.net
PUB TYPE	Books (010)
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	Achievement; *Achievement Need; *Child Development; *Children; Community Influence; *Community Involvement; Community Role; High Achievement; Moral Development; Moral Values; *Prediction; Self Concept; Self Efficacy; Social Values; *Success
IDENTIFIERS	*Alaska

ABSTRACT

The purpose of this book is to serve as a tool for individuals helping to make Alaskan communities places where youth can grow up to be strong, capable, and caring. The book is built around the Search Institute's Youth Developmental Assets Framework, which is comprised of the key building blocks in youth development. The book notes 40 assets that the Search Institute's researchers have suggested that children need to be successful in their social, emotional, and academic development. These assets are grouped into eight main categories: (1) support; (2) empowerment; (3) boundaries and expectations; (4) constructive use of time; (5) commitment to learning; (6) positive values; (7) social skills; and (8) positive identity. The 40 assets that make up the Search Institute's Framework have been adapted for this book to apply to Alaskan children. Chapter 1, "The Asset Framework," describes and defines the 40 assets. Chapter 2, "Building Assets, Alaskan-Style," applies the 40 assets to risk behaviors and the cultural differences of Alaskan children. Chapter 3, "Tools for Measuring Assets," provides a checklist for parents and children. Chapter 4, "Building Assets: Ideas for Alaskan Communities," provides ideas for applying the assets to Alaskan communities. Chapter 5, "Asset Ideas for Teens," specifically addresses building assets in the teen years. Chapter 6, "Asset Ideas for organizations," provides ideas for organizations to build assets. Chapter 7 is a quick reference for models, building assets, and community contributors. (SD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PS

ED 425 805

Helping Kids Succeed —Alaskan Style

Written by and for Alaskans

Based on Search Institute's Developmental Assets Framework

PS 026974

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Becky Judd

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

ASSET BUILDING · A SHARED RESPONSIBILITY

BEST COPY AVAILABLE

2

Helping Kids Succeed —Alaskan Style

Written by and for Alaskans

Based on Search Institute's
Youth Developmental Assets Framework©

The framework of 40 developmental assets is used with permission from Search Institute: 700 S. Third Street, Suite 210; Minneapolis, MN 55415; 1-800-888-7828; www.search-institute.org. Portions of this book were originally published by Search Institute and have been excerpted with permission.

Developed by

the Association of Alaska School Boards

the State of Alaska, Department of Health & Social Services
Division of Public Health, Section of Maternal Child and Family Health
and the Division of Alcoholism and Drug Abuse, Rural & Native Services

in cooperation with

Peter Benson, Gene Roehlkepartain, Judy Galbraith, Pamela Espeland
and Search Institute, Minneapolis, MN.

Funded by

Association of Alaska School Boards
Department of Health and Social Services
Reuben E. Crossett, Endowed Alaskan Fund
Seven Circles Coalition
Bering Strait School District
Northwest Arctic Borough School District
Frigid North Company
The Alaska Council on Prevention of Alcohol and Drug Abuse

Supported in part by the Abstinence Education Grant Program (1X01MC00034-01) from the Department of Health and Human Services, Health Resources and Services Administration, Maternal and Child Health Bureau.

Published: July 1998

A PLAN
ALASKA'S ADOLESCENTS
FOR THE FUTURE

The Assets Framework supports the recommendations from the State Adolescent Health Plan. The plan was developed by the Adolescent Health Advisory Committee in 1995.

For additional copies or more information, contact:

Derek Peterson
Director of Child/Youth Advocacy
Association of Alaska School Boards
316 W. 11th Street
Juneau, AK 99801
(907) 586-1083/peterson@ptialaska.net

Becky Judd
Adolescent Health Coordinator
DHSS, DPH, Section of Maternal Child & Family Health
1231 Gambell Street
Anchorage, AK 99501
(907) 269-3400/bajudd@health.state.ak.us

**Dedicated to the people of Alaska,
those who were children here long ago
and those who will be raising children here
seven generations from now.**

BEST COPY AVAILABLE

Vision and Leadership:
Becky Judd
Derek Peterson

Technical writer:
Ley Schleich

Cover and logo design:
Bob King

Illustrations:
Mary Alice Bartholomea

Design and layout:
Kaye Saxon

Original photography used for illustrations:
James Barker, *Always Getting Ready*, page 133
The Alaska Geographic Society, *Alaska's Native People* issue, pages 65, 128, and 268
Mark Kelley, *Heartbeat*, page 113
Clark Mishler, *Kids Count Alaska, 1996*, page 27

Special thanks to:

Village content specialists:
Helen Gregorio, Paul Jumbo, Darlene Katchatag, Clarence McConkey, Emily Murray, Maureen Obert, Ebba Paniptchuk, Hannah Sinnok, and Lillian Soosuk.

Reviewers:
James Aschenbrenner, Juli Comer, Frank Corbin, Elizabeth Fallon, Mary Lipps, Rebecca Kelley, Kelli Mahoney, Pat O'Hara, Connie Oomittuk, Brenda Rodgers, Elizabeth "Cookie" Rose, Susan Soule, Jeremy Topkok, Betty Victors.

Proofreader:
Pat O'Hara

Local school board members throughout Alaska for their vision and promotion of asset building as a means to increase student achievement.

Alaska Adolescent Health Advisory Committee members for their commitment to promoting prevention and resiliency in Alaskan youth.

"My life is an influence on every life mine touches. Whether I realize it or not, I am responsible and accountable for that influence."

- Ron Barton

8

Table of Contents

The Asset Framework **1**

What is the assets framework? What are the assets? How is this approach different from programs?

40 Assets: Name and Definitions 10

Building Assets, Alaskan-Style **15**

Risk behaviors of Alaskan children. Asset building in Alaskan communities. Alaska's different cultures. A tale of two cultures.

Tools for Measuring Assets **23**

Checklist for Teens 24

Checklist for Parents 26

Building Assets: Ideas for Alaskan Communities **29**

Support (Assets 1-6) 31

Empowerment (Assets 7-10) 48

Boundaries and Expectations (Assets 11-16) 60

Constructive Use of Time (Assets 17-20) 76

Commitment to Learning (Assets 21-25) 87

Positive Values (Assets 26-31) 102

Social Skills (Assets 32-36) 122

Positive Identity (Assets 37-40) 138

Asset Ideas for Teens **153**

Asset Ideas for Organizations **163**

What is different about an asset-building organization? What Alaskan organizations are doing. How to get started.

Quick References **173**

Search Institute's Model and Definitions: Building Assets: Infancy Through Adolescence 173

Simplest Ways to Build Assets 182

Community Contributors 184

Resources **187**

An Invitation

Imagine living in a community where all young people. . .

feel loved and supported by their families and neighbors, with many positive, caring places to be;

know what is expected of them — what actions are acceptable and not acceptable — and see adults set good examples;

spend time in creative activities, both in and away from home;

believe that education and life-long learning are important;

have strong values that guide their actions;

have skills to make healthy choices and have good relationships;

feel strong, worthwhile, and connected to some purpose and promise in life;

are really valued by people, and serve others.

Can you imagine the richness of life for ***everyone*** *in this community?*

This book is a tool ***for you*** *to help make* ***your community*** *become a place where kids can grow up to be strong, capable and caring.*

Your actions can be simple, yet meaningful. Your children, Elders, friends, neighbors, and future generations will thank you!

The Assets Framework

What is the assets framework?

We usually think of assets as money or possessions. Their value grows over time. We can use them in many ways. And the more of them we collect, the more secure we feel. The same is true of the assets described in this book—youth developmental assets!

When we speak of assets, we mean the key building blocks in children's lives that help them grow up strong, capable, and caring. Like a dream catcher, assets are the supporting threads in a young person's life that can keep away harm and invite goodness.

Like a dream catcher, assets are the supporting threads in a young person's life that can keep away harm and invite goodness.

The asset framework is a model that describes what we each can do to help kids succeed. It is based on the latest research on resiliency and on survey research done by Search Institute in Minnesota.

Resiliency

Resiliency means being able to withstand hardship, repair yourself, bounce back, and grow. A resilient person copes with stressful things in life and becomes stronger as a result.

In 1955, Emmy Werner and a team of researchers went to the Hawaiian island of Kauai to learn why some children there thrived, even in difficult situations, while other children in the same situations failed. They followed almost 700 children for 40 years. They found that the kids who succeeded against the odds had protective factors that let them cope with their tough situations. The researchers named this coping ability resiliency.

In other parts of the world, Norman Garmezy and Michael Rutter were also looking at resiliency. They studied children who were at risk for mental illness and children who grew up poor. They found conditions or protective factors in these children's lives that helped them to be strong and capable.

For children, protective factors (or assets) are like the self-righting tendencies of a heavy keel on a boat. No matter what the seas, calm or stormy, the boat keeps its balance because of its keel.

No matter what the seas, calm or stormy, the boat keeps its balance because of its keel.

The work of Search Institute

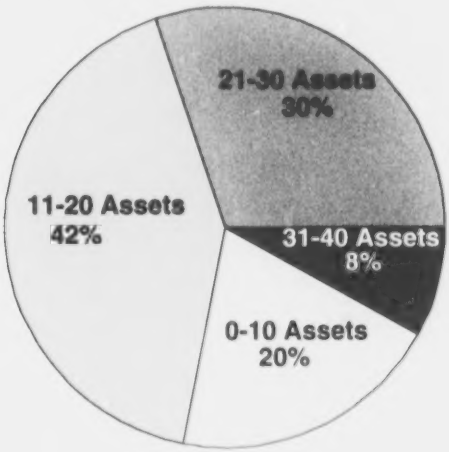
From 1989 to1997, researchers at Search Institute in Minnesota surveyed more than half a million seventh- through twelfth-graders from throughout the Lower 48. They asked them detailed questions about their life experiences, good and bad.

Researchers found 40 things kids need to be successful. The *more* of these things teenagers had, the *more likely* they were to grow up healthy, productive, and caring. The *more* of these things teenagers had, the *less likely* they were to be living troubled lives. These results were seen across all cultural and socio-economic groups of youth.

As part of this ongoing research, Search Institute surveyed almost 100,000 youth in 213 communities during the 1996-97 school year. They counted the number of assets in the lives of the young people they surveyed. The following chart shows what they found. Most teens had fewer than 21 assets. In general, *older youth had fewer assets than younger youth, and boys had fewer than girls.*

Percentage of Youth with Different Levels of Assets

From surveys of 100,000 youth in 213 communities in the United States.

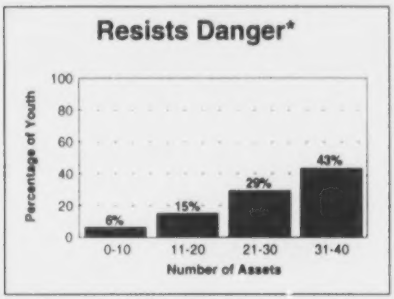


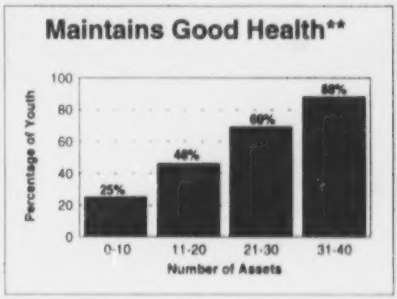
We wish that every Alaskan teen could have all 40 assets. And we know that youth with 31 to 40 assets have an excellent chance to be strong, capable, and caring members of our Alaskan family. Only 8% of the kids surveyed—that's fewer than one in ten—had at least 31 assets. How many do you want your children and the youth in your community to have?

Just what does the number of assets in a child's life have to do with his or her behavior? The following graphs show what researchers found.

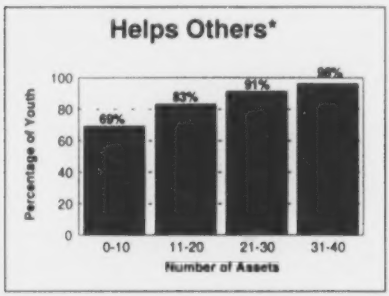
Assets Promote Healthy Behaviors

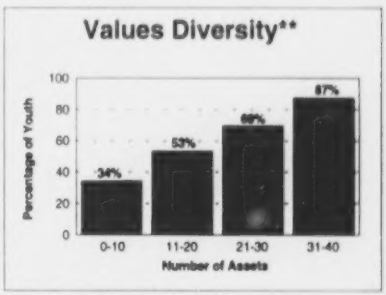
The more assets young people have, the more likely they are to have these positive behaviors and attitudes.



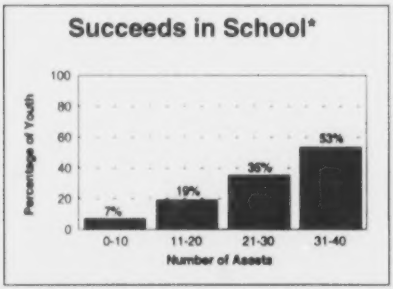


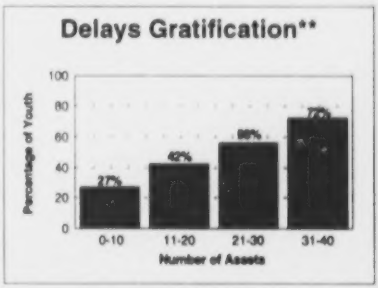
* *Avoids doing things that are dangerous.*
** *Pays attention to healthy nutrition and exercise.*





* *Helps friends or neighbors one or more hours per week.*
** *Respects values and beliefs of people "who are a different race than I am."*

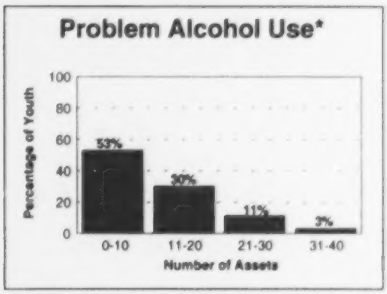


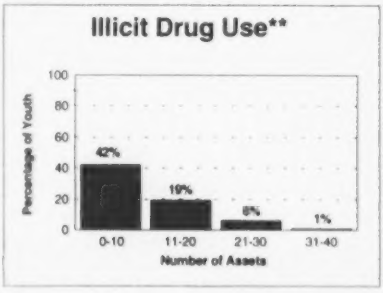


* *Gets mostly A's on report card.*
** *Saves money for something special rather than spending it all right away.*

Assets Protect Against Unhealthy Behaviors

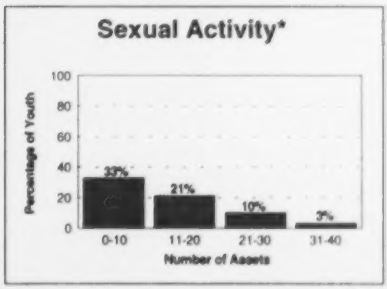
The more assets young people have, the less likely they are to demonstrate these high-risk behaviors.

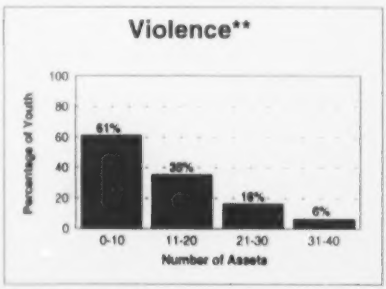




* *Has used alcohol three or more times in the past 30 days or gotten drunk once or more in the past two weeks.*

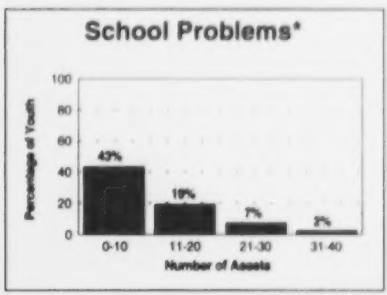
** *Used illicit drugs (cocaine, LSD, PCP or angel dust, heroin, and amphetamines) three or more times in the past 12 months.*

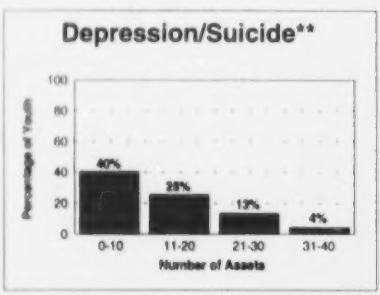




* *Has had sexual intercourse three or more times in lifetime.*

** *Has engaged in three or more acts of fighting, hitting, injuring a person, carrying a weapon, or threatening physical harm in the past 12 months.*





* *Has skipped school two or more days in the last four weeks and/or has below a C average*

** *Is frequently depressed and/or has attempted suicide.*

With this information, we can focus on what we *want* for our children rather than what we don't want. We can act on our responsibility to give young people what they need to become healthy adults.

What are the assets?

Assets are either internal or external. "External assets" are what we hope are provided by the family, school, and community. "Internal assets" are what we hope are within every young person. The 20 external assets and 20 internal assets are shown below, adapted for this book with permission from Search Institute.

External assets

Support:

1. Family support
2. Positive family communication
3. Other adult relationships
4. Caring neighborhood/community
5. Caring school climate
6. Parent involvement in school

Empowerment:

7. Community values youth
8. Youth given useful roles
9. Youth volunteers in the community
10. Safety

Boundaries and expectations:

11. Family boundaries
12. School boundaries
13. Neighborhood/Community boundaries
14. Adult role models
15. Positive peer influence
16. High expectations

Constructive use of time:

17. Creative and cultural activities
18. Youth programs
19. Religious community
20. Time at home

17

Internal assets:

Commitment to learning:

21. Achievement motivation
22. School engagement
23. Homework
24. Bonding to school
25. Reading for pleasure

Positive values:

26. Caring
27. Equality and social justice
28. Integrity
29. Honesty
30. Responsibility
31. Restraint

Social skills:

32. Planning and decision-making
33. Interpersonal skills
34. Cultural competence
35. Resistance skills
36. Peaceful conflict resolution

Positive identity:

37. Personal power
38. Self-esteem
39. Sense of purpose
40. Positive view of personal future

Definitions for each of these assets are given at the end of this section on page 10.

That's it! You can see that these are not new or radical ideas. They are common sense. However, as an Elder in Galena said, "Common sense is not so common anymore." With changes in our families and society over the last few generations, we must focus on ways to give kids what they need. Asset building doesn't happen as naturally as it once did.

How is this approach different from programs?

The asset framework is *not a program* that someone is supposed to do. It's a path that anyone can take—a *way of relating to kids* that anyone can choose. This framework lets individuals and groups immediately set out to assist young people. Alone or together, their actions will really help kids. It is a way to celebrate and build on what we offer children.

Here are some key ideas about this approach:

It's about relationships. Asset building is about helping people build good relationships with children and teenagers. Peter Benson of Search Institute says, "It's time to move beyond programs to figure out practical, easy ways more adults (other than professionals) can get involved in helping young people thrive."

All children need assets. Nearly all children and adolescents could use more assets than they now have. Children with special problems deserve special attention, but the community-wide effort to help *all* kids grow up will benefit *everyone.*

From infancy through adulthood, the process is ongoing. We don't start building assets in teenagers. Rather, we nurture very young children and continue to nurture through the teen years. Each stage of a child's development is important. Each one builds on experiences—good and bad—from the earlier stage. *The message is this: Start now. Never give up.*

No single asset is the answer. The more assets a young person has, the more successful that person will be in life. Looking at a single asset as the "answer" is no more effective than is looking at a single behavior as the "problem." Increasing the total number of assets in a young person will allow him or her to make better choices.

Everyone has a role to play. Parents* are a child's first and most important teachers. However, sometimes children are away from a caring parent's watchful eye. And some kids don't have the opportunity to have two parents, or even one. We all must help all kids acquire assets.

Small things count. Every young person can have many experiences of support each day. Even small gestures—calling children by name, acknowledging their presence, smiling—are important moments of support. Over time, these actions create a solid foundation of support.

*When we use the term "parents," we mean birth parents, adoptive parents, foster parents, step-parents, grandparents—anyone who is raising the child.

YOUTH DEVELOPMENTAL ASSETS

Adapted for this book with permission from Search Institute.
Original definitions can be found on pages 174-181.

External Assets

SUPPORT

1. **Family support:** Family life provides high levels of love and support.
2. **Positive family communication:** Parents and youth communicate positively; youth is willing to seek advice and counsel from parents and extended family.
3. **Other adult relationships:** Youth receives support from three or more nonparent adults.
4. **Caring neighborhood and community:** Youth experiences caring neighborhood and community.
5.* **Caring school climate:** School provides a caring, encouraging environment.
6.* **Parent involvement in school:** Parents are actively involved in helping child succeed in school.

EMPOWERMENT

7. **Community values youth:** Youth believes that community adults value young people.
8. **Youth have useful roles:** Youth are taught and given useful roles in community life.
9. **Volunteers in community:** Youth gives one hour or more per week to serving in the community.
10. **Safety:** Youth feels safe in home, school, and neighborhood/community.

*See village definition with "Traditional Ways" in the Ideas Section.

BOUNDARIES AND EXPECTATIONS

11.* **Family boundaries:** Family has clear rules and consequences and monitors youth's whereabouts.
12. **School boundaries:** School provides clear rules and consequences.
13.* **Neighborhood boundaries:** Neighbors take responsibility for monitoring youth's whereabouts.
14. **Adult role models:** Parents, Elders, and other adults model positive, responsible behavior.
15. **Positive peer influence:** Youth's close friends model responsible behavior.
16.* **High expectations:** Parents and teachers encourage youth to do well.

CONSTRUCTIVE USE OF TIME

17. **Creative and cultural activities:** Youth is involved three or more hours per week in activities that include music, arts, crafts or cultural activities.
18. **Youth programs:** Youth spends one hour or more per week in sports, clubs, or other organizations at school or in the community.
19. **Religious community:** Youth is involved in one or more hours per week in religious services or spiritual activities.
20.* **Time at home:** Youth is out with friends "with nothing special to do" two or fewer nights per week.

Internal Assets

COMMITMENT TO LEARNING

21. **Achievement motivation:** Youth is motivated to do well in school.
22. **School engagement:** Youth is actively engaged in learning.
23. **Homework:** Youth reports doing one or more hours of homework per day.
24. **Bonding to school:** Youth cares about his or her school.
25. **Reading for pleasure:** Youth reads for pleasure three or more hours per week.

POSITIVE VALUES

26. **Caring:** Youth places high value on freely helping other people.
27.* **Equality and social justice:** Youth places high value on promoting equality and reducing hunger and poverty.
28.* **Integrity:** Youth acts on convictions and stands up for beliefs.
29. **Honesty:** Youth tells the truth even when it is not easy.
30. **Responsibility:** Youth accepts and takes personal responsibility.
31. **Restraint:** Youth believes it's important not to be sexually active or use alcohol or other drugs.

SOCIAL SKILLS

32. **Planning and decision-making:** Youth has skills to plan ahead and make responsible choices.
33. **Interpersonal skills:** Youth has empathy, sensitivity, and friendship skills.
34.* **Cultural competence:** Youth knows and is comfortable with people of different cultural, racial, and ethnic backgrounds.
35. **Resistance skills:** Youth can resist negative peer pressure and dangerous community influences.
36. **Peaceful conflict resolution:** Youth seeks to resolve conflict without violence.

POSITIVE IDENTITY

37. **Personal power:** Youth feels in control over "many things that happen to me."
38.* **Self-esteem:** Youth reports having high self-esteem.
39. **Sense of purpose:** Youth reports that "my life has a purpose."
40. **Positive view of personal future:** Youth is optimistic about his or her personal future.

23

*See village definition with "Traditional Ways" in the Ideas Section.

"This is so simple! All it is is 40 words that describe love."

—Elder in Kake

25

Building Assets, Alaskan-Style

Alaska is different in many ways from the rest of the country. Still, we are the same in one important way: we all want our children to succeed in life. We may have different ideas about what success looks like. But if we think of success as being able to respond well to different events in our life, then we can use the assets framework to help shape a bright future for all Alaskan kids.

Risk behaviors of Alaskan youth

Risk behaviors often harm teenagers. Examples of risk behaviors include using tobacco, alcohol, or other drugs, and having sex as a teenager. Although this book is not about problems, let's pause for a moment to look at what we know are some of the harmful choices Alaska's youth are making.

- Among high school students, 31% report that they have had sex at least once in the past three months. 23% of middle school and 47% of high school students report they have had sex at least once in their lifetime. (It is not known if sex was agreed to or forced.)[1]

- Between July 1994 and June 1995, over 9,100 juvenile delinquency reports were made to youth corrections (DFYS) from law enforcement agencies. Over one-half of these reports were for property offenses, such as burglary and criminal mischief. Another 20% of these reports involved drug and alcohol offenses.[2]

- 32% of surveyed high school girls and 16% of high school boys report that they have seriously thought about suicide.[1]

- 37% of high school youth report smoking cigarettes in the past 30 days.[1]

- 29% report they have used marijuana in the past 30 days.[1]

- 48% of high school students report that they have used alcohol in the past 30 days, and 31% of high school youth are "binge drinkers"—they drink five or more drinks within a couple of hours. This drinking pattern raises the chances of injuries from crashes, fights, etc.[1]

- The research clearly shows that youth who are current users of alcohol and other drugs are much more likely to have sex and be involved in physical fights.[3]

Building assets can keep youth from being involved in harmful or risky activities.

References:

1. State of Alaska, Departments of Education (DOE) and Health & Social Services (DHSS). *Youth Risk Behavior Survey - 1995 Alaska Report* and *Update 1998*.
2. Unpublished data, State of Alaska, DHSS, Division of Family and Youth Services, October 1995.
3. State of Alaska, DHSS, Division of Public Health, Section of Epidemiology, Alcohol and Drug Use Among Adolescents. *EPI Bulletin*, No. 8, Feb. 26, 1997.

Asset building in Alaskan communities

To date, five Alaskan communities have surveyed their youth to find out how many assets they have. The Alaskan data is like the data from the 213 communities Outside. The more assets these Alaskan youth have, the more likely they are to succeed in school, volunteer in their community, and be respectful of the values and traditions of others. The fewer assets, the more likely they are to be violent, fail in school, and use alcohol or other drugs.

People in each of these communities are now building more resilient youth, using Search Institute tools, Alaskan resources, and their own awareness and creativity. In 50 other rural and urban locations, people have been introduced to the framework in community workshops. Exciting things are happening!

- On a Thursday night in Fort Yukon, 165 children, youth, adults, and Elders attended a "Building Assets" workshop.

- In Wrangell, the school, city assembly, police, and city program staff put together a "Community Asset Fair" that drew more than one-third of the residents. People from over 40 different organizations had booths with ideas for ways to nurture kids.

- Ketchikan's PATCHWorks group adopted the developmental assets model of youth support for community health planning purposes. The PATCHWorks youth-adult partnership designed a community media campaign to educate the community members about assets.

Individuals and groups throughout the state are looking at ways in which they *already* build assets and ways they can build more.

Alaska's different cultures

Search Institute researchers worked with people from many different cultural and ethnic backgrounds. They wanted to get a common set of experiences and qualities that are important for all young people.

This book is written for all Alaskans. The ideas have come from people all over Alaska, representing many different cultural groups. We have taken care to honor differences in lifestyles, viewpoints, and cultures found in our state. We noticed, however, that we all want to provide similar things for our children. One of the strengths of the asset approach to raising children—and certainly a hopeful result of this project—is its power to honor and strengthen the unity that exists among us.

What about "village Alaska?"

Life in urban Alaska is quite different from life in a rural village or town, especially one with close ties to traditional ways. The differences are not only on the surface, but also with the core set of beliefs and values, hopes and dreams, choices and challenges people feel. Alaska Natives have a unique cultural, legal, and economic status in the state. Does the assets framework still fit?

Research or tradition? One of the key cultural differences has to do with how we know what we know. The basis for this book is carefully conducted research done by a trained research team over several years throughout the Lower 48. Many people, then, believe in the results and are eager to put the information to work here in Alaska.

Does the asset framework apply to Alaska Native communities? The response from village residents suggests it definitely does! It is very much like what Native Elders tell us about raising children. Paul Jumbo told us, "The wisdom of the Elders has stood the research test of time."

"The wisdom of the Elders has stood the research test of time."
—Paul Jumbo

What do kids need? Another cultural difference has to do with what experiences are linked with success in life—what is an "asset?" For example, Search Institute's list does not include "cultural integrity," which might be defined as "an ability to fully express one's cultural heritage and feel pride in doing so." Several people who helped with this book were troubled that this notion was left out. A body of research supports the view that knowledge and pride and mastery of one's culture is necessary for success in life.

We made a decision not to add assets or change the basic concepts of the asset research. If we did, we would move away from the foundation of research as it applies to other groups. Instead, we invite people throughout the state to adapt the list as needed to make it fit well for their cultural group. We know that we will all benefit from these efforts.

How do Alaska Natives define the assets? The village content specialists defined ten of the assets differently than did Search Institute. For instance, "cultural competence" is defined by the Search Institute as, "Youth knows and is comfortable with people of different backgrounds." Within Alaska Native groups, cultural competence usually means a young person knows about and is comfortable with his or her *own* heritage. Comfort with other cultures might fall under "caring neighborhood and community."

This book includes village-specific definitions with the ideas for traditional ways to build the asset.

Are assets built in different ways? Perhaps the most obvious cultural difference is with the asset-building activities. What people do to build resiliency is different, depending on their background, culture and lifestyle. Sharing the meat from a successful hunt, following the traditional rules for cleaning it, handling it, and distributing it may build at least nine different assets for village youth!

We collected ideas from people throughout "village Alaska" to make sure we included some of the differences in ideas for asset-building activities. We hope this book will help generate more thoughts on culturally relevant ways each Native community can build assets. Also, we hope that all readers enjoy learning more about Alaska Native traditional ways and deepen their understanding of the needs of all the people of Alaska.

A tale of two cultures

Alaskans have learned to scrutinize ideas that come from Outside. Since our state is culturally diverse, concepts from Outside cannot automatically be applied throughout Alaska. People working with asset-building had already talked about the framework with Alaska Native leaders. They saw the need to "Alaskanize" some of it but supported the effort to take the concept to the communities.

The following story happened in a small community of 600 people, mainly Alaska Native. The village, reached only by plane or boat, remains isolated much of the year. People make a living mostly by commercial fishing and subsistence. One evening, over 60 parents, teachers, and community leaders, along with a few teenagers met in the Hall to listen to a visitor's presentation on asset building.

Plenty of activity livens up the room as people toss balloons and pass yarn to each other. The presenter has been talking for about 40 minutes when he notices an Elder sitting in the back of the room.

The Elder stands and begins moving empty chairs to make more room around himself. "For years, we have been trying to tell people that we need to focus on the strengths of our communities, the strengths of our traditions, and the strengths of ourselves," he explains. "These are the things that we focused on a long time ago, and we've been waiting for 75 years for these things to be focused on again.

"I am a fisherman," he continues. "Fishermen have a common understanding. When we're out fishing, if the boat should get a hole in it, we know we must act quickly. If we are in sight of land, we try to slow the leak and make a run for the harbor where we can safely work to repair the damage. However, if we are out of sight of the land, we know that we must repair the damage because we have little hope of making it to safety.

"When it comes to our children and the health of our communities, we are far, far out to sea and out of sight of land. Now is the time to use these ideas to fix the holes in our boats and allow us to carry all of our children and our children's children to safety."

The Elder returns to his seat and motions for the presenter to continue.

33

Tools For Measuring Assets

The checklists on the following pages will help you know how many assets your kids have and which assets to strengthen in their lives. Very few kids have "enough" assets. So if your child or the youth in your community come up "short," it only means there is work to be done. Labeling or judging yourself, your children, families, or communities does nothing to help kids succeed.

If you live in an Alaska Native community, you may want to notice the differences in ten of the definitions for the assets (see chart on page 10). You can make adjustments to how the checklist questions are worded if you want to make it fit better with your definitions.

Make enough copies of the "Checklist for Teens" so that each child in your family that is 12 years old or older has one. Also make copies of the "Checklist for Parents" for you and your child's other parent(s). Fill out the checklists separately. Then have a conversation with your teenager.

This activity by itself is an asset-building experience! You and your teenager may make some interesting discoveries. If your perceptions are different from your child's, try not to feel threatened. This is an information-gathering tool, not a test of truth. Benefits come from understanding the differences, not by challenging them.

The numbers on the checklists match the asset numbers in the next section of the book. When you feel you have a good sense of the assets that need to be strengthened in your child's life, look to that section for ideas on ways to build specific assets.

Can you really make a difference for kids? Absolutely! Every adult can make a big difference in the lives of children.

CHECKLIST FOR TEENS

Adapted from *What Kids Need to Succeed* ©1997 Search Institute, with permission. This checklist may be copied for home use.

This is not a scientific tool. It is a tool to help teens think about assets in place in their lives and to help people in families and other groups talk about assets. **Check each statement that is true for you. Think of "family" to mean the people you live with and other relatives.**

- ❑ 1. I get a lot of love and support from my family.
- ❑ 2. I can go to adults in my family for advice and support and we have good conversations about important matters.
- ❑ 3. I have adults other than my parents who I can go to for advice and support.
- ❑ 4. My neighbors know my name and look out for me.
- ❑ 5. My school is a caring, encouraging place.
- ❑ 6. My family helps me do well in school.
- ❑ 7. I feel valued by adults in my community.
- ❑ 8. I have a useful role in my community.
- ❑ 9. I serve my community one hour or more each week.
- ❑ 10. I feel safe in my home, school, and neighborhood.
- ❑ 11. My family sets standards for behavior and checks up on me to know where I am.
- ❑ 12. My school has clear rules and consequences for actions.
- ❑ 13. Neighbors tell someone when they see kids misbehave or in trouble.
- ❑ 14. The adults around me behave in a positive and responsible way.
- ❑ 15. My close friends behave in a responsible way.
- ❑ 16. The adults around me, including teachers, encourage me to do well.
- ❑ 17. I spend three hours or more each week learning or practicing music, drama, Native crafts, or other arts.

- ❑ 18. I spend one hour or more each week involved in sports, a club, or organization in my school or community.
- ❑ 19. I spend one hour or more each week involved in religious or spiritual activities.
- ❑ 20. I go out "with nothing special to do" no more than two nights each week.
- ❑ 21. I want to do well in school.
- ❑ 22. I am actively involved in learning.
- ❑ 23. I do an hour or more of homework each school day.
- ❑ 24. I care about my school.
- ❑ 25. I read for pleasure three or more hours each week.
- ❑ 26. I believe helping other people is really important.
- ❑ 27. I want to help promote social equality.
- ❑ 28. I can stand up for what I believe.
- ❑ 29. I tell the truth, even when it's not easy.
- ❑ 30. I can accept and take personal responsibility.
- ❑ 31. I believe it is important for me not to have sex or to use alcohol or other drugs.
- ❑ 32. I am good at planning ahead and making decisions.
- ❑ 33. I am good at making and keeping friends.
- ❑ 34. I know and am comfortable with people of different cultures or races.
- ❑ 35. I can resist negative peer pressure and risky situations.
- ❑ 36. I try to deal with conflict without using violence.
- ❑ 37. I believe I have control over a lot that happens to me.
- ❑ 38. I feel good about myself.
- ❑ 39. I believe my life has a purpose.
- ❑ 40. I feel good about my future.

CHECKLIST FOR PARENTS

Adapted from *What Kids Need to Succeed* ©1997 Search Institute, with permission. This checklist may be copied for home use.

This is not a scientific tool. It is a tool to help parents think about assets in place in their children's lives, and to help people in families and other groups talk about assets. **Check each statement that you think is true for you or your child. Think of "family" to mean the people your child lives with and other relatives.**

- ❑ 1. I give a lot of warmth and caring to my child at home.
- ❑ 2. I'm an "askable parent," open to talking when my child brings up issues, and we often talk about serious matters.
- ❑ 3. My child talks about serious matters with other adults who are not his (her) parents.
- ❑ 4. Our neighbors (village members) support my child.
- ❑ 5. My child's school is a caring, encouraging place.
- ❑ 6. I help my child do well in school.
- ❑ 7. My child is valued by adults in our community.
- ❑ 8. My child has useful roles in our community.
- ❑ 9. My child serves our community one hour or more each week.
- ❑ 10. My child is safe at home, at school, and in the neighborhood (village).
- ❑ 11. I set clear standards for behavior and check up on where my child is.
- ❑ 12. My child's school has clear rules and consequences for behavior.
- ❑ 13. Neighbors let someone know when they see kids misbehave or in trouble.
- ❑ 14. The adults around my child behave in a positive and responsible way.
- ❑ 15. My child's close friends behave in a responsible way.
- ❑ 16. The adults around my child, including teachers, encourage my child to do well.

- ❑ 17. My child spends three hours or more each week learning or practicing music, drama, Native crafts, or other arts.
- ❑ 18. My child spends one hour or more each week in sports, clubs, or organizations in the school or community.
- ❑ 19. My child spends one hour or more each week involved in religious or spiritual activities.
- ❑ 20. My child goes out "with nothing special to do" no more than two nights each week.
- ❑ 21. My child wants to do well in school.
- ❑ 22. My child is actively engaged in learning.
- ❑ 23. My child does an hour or more of homework each school day.
- ❑ 24. My child cares about his or her school.
- ❑ 25. My child reads for pleasure three or more hours each week.
- ❑ 26. My child believes helping other people is really important.
- ❑ 27. My child wants to help promote social justice and equality.
- ❑ 28. My child can stand up for what he or she believes.
- ❑ 29. My child tells the truth even when it's not easy.
- ❑ 30. My child can accept and take personal responsibility.
- ❑ 31. My child believes it is important not to have sex or to use alcohol or other drugs.
- ❑ 32. My child is good at planning ahead and making decisions.
- ❑ 33. My child is good at making and keeping friends.
- ❑ 34. My child knows and is comfortable with people of different cultures or races.
- ❑ 35. My child can resist negative peer pressure and risky situations.
- ❑ 36. My child tries to deal with conflict without using violence.
- ❑ 37. My child feels in control over many things that happen to him or her.
- ❑ 38. My child feels good about himself or herself.
- ❑ 39. My child believes his or her life has a purpose.
- ❑ 40. My child feels good about his or her future.

Building Assets: Ideas For Alaskan Communities

Alaskans have lots of ways to build assets in our children's lives! The ideas in this book were chosen from over 4,000 examples offered by people from 114 communities throughout Alaska. They came from workshops, cultural retreats, and interviews. The location listed with each activity shows where it came from. Some of the same ideas came from many different regions, but only one place is listed with each idea.

As we looked at the ideas, we saw that many of them fit equally well for urban and rural areas, Native and non-Native alike. They are grouped together for parents and extended family, schools, faith communities, and other community members, regardless of where the idea came from.

Some ideas, however, seemed most meaningful for a traditional Alaska Native community. They are set apart as "Traditional ways." Many of these ideas came from stories told by Elders and other residents of rural villages.

People gave many of the same ideas for several different assets. Should we be surprised that one action, such as going to your child's events, can build several assets? And the more often you do something that builds assets, the stronger the effect will be! To keep this book short, we chose not to repeat all the ideas given for each asset. Keep in mind, however, when you act on one idea, you will probably be building several assets in a child's life.

. . . when you act on one idea, you will probably be building several assets in a child's life.

Asset ideas for teens. What roles do youth play in building assets? Many young people want to strengthen their own assets. And in many communities, they play a major role in prevention efforts. However, adults have the responsibility to create a healthy place and space in which young people can thrive. Starting on page 153 there are nearly 100 activities that young people can use to strengthen assets in themselves and others.

The role of organizations. Beginning on page 163, we have included a set of ideas for youth-serving agencies, clubs, tribal organizations, businesses, and government agencies to guide them in their asset-building work. These are things that organizations in Alaska are doing right now to help build resiliency in the youth in their communities.

Terms used

Throughout this section, some terms are used that we want to define:

- "Parents" means birth parents, foster parents, stepparents, grandparents, guardians—whoever is raising a child.
- "School staff" means anybody who works or volunteers regularly in the school.
- "Faith communities" means churches, synagogues, or any group of people with a common spiritual belief.

Simplest ways to help kids

Helping kids succeed is about doing *simple* things with young people. You don't have to go back to school to learn a whole bunch of new stuff. You may not even need to read this book! On page 182 is a list of some of the simple things anyone can do to build assets. Whether or not you spend much time reading through the ideas in this section, we invite you to look at that list now, tomorrow, and often, so that these things can become natural ways for you to treat young people. Have fun!

Asset #1. Family support

Family life provides high levels of love and support.

Parents and extended family can . . .

Tell your children that you love them. Tell them often. Show them in many ways. —*Hoonah*

Always make time for your children. Be available when your children need you. —*Shishmaref*

Show interest in your child's life. Ask questions about their day. Listen to them when they share things with you. —*Bethel*

Don't be afraid to show love and affection for your kids. Give hugs and kisses—up to the point that it feels good to your children. —*Homer*

Give your children praise and verbal encouragement—"You can do it" and "Great job." —*Napaskiak*

Make little things for your children. When you give them, make sure they know that they are given out of love. —*Chuathbaluk*

Always have compassion when disciplining your children. Explain to children why their behavior was unacceptable. Be caring and firm. Let them know you believe they can do better in the future.
—*Yakutat*

School staff can . . .

Begin the school year with a unit on "family" to help children appreciate all types of families. —*Kotzebue*

Have books or tapes for family members that help to inspire love and support. Besides books on parenting, have short stories, poems, "chicken soup" books, and photo essay books. —*Palmer*

Offer help and leadership in holding parent support groups, for parents to get ideas and support from each other. —*Craig*

Faith communities can . . .

Don't have so much going on that people must give up family time. —*Anchorage*

Sponsor activities all family members can join in. —*Soldotna*

Be welcoming and affirming to all different types of families who want to worship with you. —*Wrangell*

Explore the sacred writings for references to the importance of family love and support. —*Anchorage*

Any community member can . . .

Talk with young people about their families, and notice ways that kids are supported and loved by their family members. —*Fairbanks*

Talk with parents about their children. Point out their strengths and the support they give. —*Whittier*

Traditional ways . . .

Hold beading or sewing circles where women talk about family as they do something practical and beautiful for their family. They exchange ideas and give each other real support. Women go home feeling positive about themselves and their community that they rely upon every day. —*Unalakleet*

Make kuspuks with your daughters. Spend the time with them to learn the work, practice the stitching, and just be in each others' space. —*Elim*

Share the family stories. —*Chuathbaluk*

Teach survival skills and sharing through hunting and camping. Hunting together as a family helps people feel supported. Have fun at fish camps; it creates good memories. —*Golovin*

Celebrate birthdays by hosting parties that bring together the whole family (cousins, grandparents, aunts, uncles, everybody)! —*Shishmaref*

Asset #2. Positive family communication

Parents and youth communicate positively; youth is willing to seek advice and counsel from parents and extended family.

Parents and extended family can . . .

Do a favorite activity with your child each week. Give one-on-one time to children. —*Anchorage*

Answer all your children's questions honestly. Show you appreciate being asked—about anything. Make no topic is "off-limits." —*Valdez*

Ask about their day... the teacher, the playground, the kid who sits behind them in art. How did they *feel* about the things that made up their day? —*Seldovia*

Set limits for how much TV is watched by everyone. Eat with and talk to your family instead of watching TV. When watching TV, look for opportunities to discuss what you see on TV and how it relates to real-life issues. —*Yakutat*

Honor your children's need for silence. Don't pressure them into talking. —*Togiak*

Ask your children what they think about things. Then, listen to what they say. If you comment on what they say, be respectful. —*Barrow*

Hold weekly family meetings. Let everyone speak openly but respectfully. Make sure the meetings include positive stuff like compliments, fun family plans, sharing dreams, or giving praise. —*Wasilla*

Think of the places that you know your child is comfortable talking with you—maybe the car or the steam or bedroom. Go to these places when you want to talk. —*Kodiak*

School staff can . . .

Give homework that involves students talking with parents or other family adults, such as interview questions. —*Metlakatla*

Have resources on hand for parents about how to build communication with kids. Have *people* as resources to help parents, not just books or handouts, especially for topics parents find hard to discuss. —*Wrangell*

Let students talk about their families and communication issues. Encourage their efforts to talk with their parents. Offer support to kids who are struggling to talk with their family. —*Seward*

Faith communities can . . .

Have activities for families that include time for conversation and sharing. —*Pilot Station*

Give workshops for parents and teens to practice talking about issues that are important to them. Keep activities light and positive. —*Glennallen*

Any community member can . . .

Encourage young people to build strong communication with their parents and other family members. Give them suggestions, especially if they are having a hard time with it. Praise them and their parents for trying. —*Sitka*

Do things in your home that include time for family conversation and sharing. —*Anchorage*

Traditional ways . . .

Praise your children from infancy through the teen years. —*Shaktoolik*

Teach the dialect. Children may not be fluent, but need to have access to it. —*Brevig Mission*

Teach survival skills and sharing through hunting and camping. —*Upper Kalskag*

Watch the response of family members and Elders to tell if we are on the right path or not. Slight nod, a look in the eye, no contact, but these cues are the heart of communication. —*Glennallen*

Don't laugh at or shame your children to teach them a lesson. —*Teller*

"Kind, loving words seldom go in one ear and out the other."

- *Anonymous*

Asset #3. Other adult relationships

Youth receives support from three or more nonparent adults.

Parents and extended family can . . .

Do things with other families, so your kids can be with other parents and adults. Include other families and adults in your activities. —*Juneau*

Give your kids time with other adults on their own. Make sure it's someone you trust and someone your child genuinely likes. —*Gakona*

Involve your kids in youth programs that include lots of time for talking about what's going on in their lives—the highs and lows. Get to know the youth program leaders. Support them as needed. —*Anchorage*

Use letters, telephone and e-mail to keep relationships strong with special friends who are far away. —*Wrangell*

School staff can . . .

Talk informally with students on a daily basis. Make it a point to ask about things going on in their lives. Get to know them more than as just a student. —*False Pass*

Support activities that bring adults and kids together, like clubs or mentoring programs. —*Ketchikan*

Attend community activities so you can build relationships with young people and their families outside of the school setting. —*Hooper Bay*

Faith communities can . . .

Have lots of opportunities for adults and youth to mix. Make sure it's fun for both. —*Fairbanks*

Train a group of adults to be available to kids who need adult mentors. —*Nome*

Have each adult member pick names of kids out of a hat. Then for one year, that adult does special little things for and with that child. —*Wrangell*

Any community member can . . .

Get to know your friends' children. Build a good relationship with them. —*Anchorage*

Men in the community teach kids how to repair small engines, skin animals, run traplines, and other useful things. —*Elfin Cove*

Find out the names of all the youth in your neighborhood. Learn their birthdays and send them a card. Learn their interests and ask them about their lives when you see them. —*Valdez*

Volunteer with programs that work with kids. —*Chugiak*

Support activities that involve youth-adult partnerships. —*Sitka*

Traditional ways . . .

Encourage daughters to have a special auntie or other older women to talk to. Growing up, our aunts were like our moms and just as respected. —*Elim*

Just be a part of what kids are doing. Play with them. Hunt with them. Gather eggs with them. Include them in everything you do. —*Tatitlek*

Dads can spend time with their nieces and nephews and other kids who don't have a father. Be an "uncle." —*Savoonga*

Asset #4. Caring neighborhood/community

Youth experiences caring neighborhood and community.

Parents and extended family can . . .

Encourage young people to always help Elders and others who need it. Do this with them. —*Selawik*

As a family, join efforts like "Green Up, Clean Up" and other projects in the community. —*Bethel*

Get to know your neighbors. Visit with them when you take walks. Invite them for a Sunday dinner once in a while. —*Ketchikan*

Encourage children to share with others, for instance sleds, ice skates, books, or toys. —*Akiachak*

If something concerns you about your neighborhood, talk to people about it. Don't just let it go or get worse. —*Klawock*

School staff can . . .

Give students ways to help build a caring community. Example: "Wasilla Wonderland Playground." —*Wasilla*

Help students recognize things going on around them that are positive and caring. Have a bulletin board to highlight "ways my community cares." —*Craig*

Make a point to contact students' families from time to time, just as a "check-in" and to show you care. —*Noorvik*

Faith communities can . . .

Learn the names of your fellow worshipers. Greet them and talk with them, especially the teenagers. —*Anchorage*

Organize activities for helping people, both within the fellowship and the larger community. —*Haines*

Speak to worshipers about the needs of children and youth in the community. Involve young people in conversations about issues that affect them. —*Fairbanks*

Any community member can . . .

Host youth-friendly neighborhood gatherings that let people enjoy each others' company, like block parties, pet shows, or bon fires. —*Anchorage*

Smile at children. Talk to them. Ask them how they are feeling, what's happening in their lives and in school. —*Anchorage*

Become involved in groups or projects that build community spirit or help individuals. —*Valdez*

Meet your neighbors. Get to know them so you can call them by name and chat with them. —*Palmer*

Do not laugh at questions children ask, no matter how funny or stupid they sound. Remember no question is dumb! —*Togiak*

Traditional ways . . .

Help organize community dances. Include Native dances. —*Toksook Bay*

The entire community spends many hours hauling the whale up onto the ice, cutting up the meat and maktak, and distributing them. Everybody has a share, and everybody is fed. The people are happy. The happiness extends all the way from the deep inside. —*Point Hope*

At spring camp, after people gathered from the sea and land, everyone brought what they had prepared and ate and shared as a group. I think that was our way of showing love to each other. —*Togiak*

Give the best of the catch to the Elders.
—*Shishmaref*

Always listen, be caring, loving, and very very patient. Also try to be as gentle as possible.
—*Port Lions*

Get Elders and children together to play games like marbles or do activities like sliding. —*Chuathbaluk*

Asset #5. Caring school climate

School provides a caring, encouraging environment.

Parents and extended family can . . .

Let teachers know you value and support them. Their care and concern for students will increase as a result of feeling valued. —*Northway*

Keep in touch with teachers and administrators. If concerns arise, talk with them to work on it. —*Whittier*

Check in with your children frequently about their feelings about school. —*Fairbanks*

Help out with assemblies and other events the school or PTA sponsors that help make it a caring, warm place for students. —*Wrangell*

Spend time at the school, and visit with students and staff as you go about your activities there. —*Gakona*

School staff can . . .

Take time to get to know students and their families. Take interest in their lives. —*Kipnuk*

Involve students in decisions that are of interest to them. Give them a voice. —*Glennallen*

Smile a lot. Make eye contact. Greet students by name. Connect with students in simple ways. Make each student feel noticed, every day. —*Aniak*

Discuss school atmosphere at staff meetings, always assessing this and sharing ideas of ways to strengthen it. —*Anchorage*

Send notes home about positive things you notice in kids, not just the problems. —*Valdez*

Create a classroom setting where students feel safe to share ideas without being made fun of—to share learning without fear. —*Anchorage*

Treat all students with respect and confidence, compassion and patience . . . all the kids, all the time. —*Anchorage*

Faith communities can . . .

Speak of schools as caring places. If there is a concern about schools, talk with the school staff. —*Juneau*

When appropriate, go to the school and show an interest in school events. —*Craig*

Any community member can . . .

Volunteer in the schools, and get involved with students in a positive way, whether or not you have kids there. —*Barrow*

Attend school events important to the kids you know. —*Cube Cove*

Traditional ways . . .

Definition: School provides a caring, encouraging environment that respects the community's culture.

Recognize and honor cultural differences. —*Shishmaref*

Invite Elders or local residents into school to teach the cultural history. —*Copper Center*

Have Elders perform traditional ceremonies in the school. —*Pilot Station*

Asset #6. Parent involvement in school

Parents are actively involved in helping youth succeed in school.

Parents and extended family can . . .

Attend parent-teacher conferences. —*Napaskiak*

Help children do homework by correcting, answering questions, practice spelling words together—but don't do the work for them. —*Naknek*

Participate in school activities. —*Toksook Bay*

Ask your children questions about their day. Go beyond yes/no questions. Let them give you details about what they did and learned. —*McGrath*

Help your child get enough sleep and healthy food, and give them a positive send-off each morning. —*Wasilla*

Make positive statements about the school and teachers. Be enthusiastic about school. —*Valdez*

School staff can . . .

Contact parents on a regular basis about schoolwork and attendance. Discuss both positive things and concerns. —*Anchorage*

Hold Open House events to share children's work. —*Kake*

Develop a family resource center with materials, parent trainings, and school involvement opportunities. —*Valdez*

Send newsletters and/or mail bags home on a weekly basis. —*Fairbanks*

Assign some homework projects to be completed by parents and students together. —*Anchorage*

Have meaningful ways for parents to volunteer in the school. Tap into their talents and skills. Make good use of their time. —*Tok*

Create a web page on the Internet, with links for enrichment, parent tips, and reminders of special school activities or classroom notes. —*Valdez*

Faith communities can . . .

Don't schedule events that conflict with school events. —*Anchorage*

Encourage parents and other community members to be involved in children's learning. —*Soldotna*

57

Any community member can . . .

Help provide child care for neighbors or friends when they need it to attend school events.
—*Fairbanks*

Ask other parents about their children's school experiences. Suggest you go together to children's events. Let them know how important their participation is. —*Talkeetna*

Traditional ways . . .

Definition: Parents and community members are actively involved in helping child succeed in school.

Help raise money for student groups. Hold bake sales. Sell raffle tickets for gas/oil. Women can get together to sew kuspuks for the cheerleaders.
—*Chuathbaluk*

Teach Native cultural activities in the school.
—*Sleetmute*

Have a sharing circle once a week and have a different student each week invite their parents. Be sure the parent knows the topic to be shared that week.
—*Nondalton*

Asset #7. Community values youth

Youth believes that community adults value young people.

Parents and extended family can . . .

Attend school and community functions, sports activities, concerts, etc. in which your kids are involved. —*Juneau*

Encourage your kids to participate in conferences concerning issues that affect them. Help them to give testimony. Help them write letters to the newspaper about issues affecting young people. —*Metlakatla*

Lead a youth program or group that gets involved in issues of the day. —*North Pole*

Support community efforts that address the needs of youth. *Example: building a skateboard park.* —*Wasilla*

School staff can . . .

Include school projects and homework assignments that get young people together with community adults. Have them share ideas about the issues important to children today. —*Juneau*

Set up an awards program that highlights youth involvement in the community. —*Valdez*

Establish school-business partnerships. —*Anchorage*

Invite distinguished people from the community to come to school to attend events. —*Skagway*

Faith communities can . . .

Continuously look at your youth program to see that it addresses the needs of youth. Get feedback from young people; make sure they are meaningfully involved. —*Fort Yukon*

Recognize different young people each week. Say a few words about their interests, special talents, accomplishments. —*Wrangell*

Organize activities for youth in the community. —*Nenana*

Any community member can . . .

Hire neighborhood kids to do chores such as gardening, lawn work, shoveling snow, or painting. Do projects with the kids to get to know them better. —*Anchorage*

Encourage your newspaper, radio, or TV station to recognize youth for the contributions they make to the community. Go beyond sports and academic excellence. —*Fairbanks*

Encourage the AC (Alaska Commercial) or other local businesses to give discounts or certificates to young people who have shown some exceptional achievement. —*Bethel*

Attend village, city, or borough council meetings to make sure the needs and opinions of young people are heard. Invite young people to go with you. Keep youth issues in the spotlight with decision-makers. —*Kenai*

Write thank-you notes to youth groups who have made some contribution. —*Palmer*

Nominate a worthy youth group you know for the "Spirit of Youth" award each year. —*Anchorage*

Traditional ways . . .

Give praise to any child or youth whenever you see them doing good. If a boy chops wood for an Elder, compliment him and tell him he is valuable.

—*Toksook Bay*

Tell your children where their grandparents and great-grandparents come from. Help them see the connection to their place and to their family.

—*Chuathbaluk*

Celebrate each youth's first successful hunt.

—*Noorvik*

Teach children traditional songs. —*Lower Kalskag*

During the whaling festival, people gathered for the blanket toss. Many hands held the skin cover of an umiat (boat). Children, teenagers, and some adults would jump high in the air as people cheered and shouted. —*Barrow*

Show you appreciate kids. In Toksook Bay, the community had the children stand in the center of the gym and all the adults formed a circle around them on the outside and sang the song, "We are the World." This was magical and loving.

—*Toksook Bay*

Asset #8. Youth have useful roles

Youth are taught and given useful roles in community life.

Parents and extended family can . . .

Have chores at home. Talk about this, so kids see the difference between being "made to do stuff" and contributing to the family needs. Involve them in deciding what tasks they will have. —*McGrath*

Help children identify social causes that are important to them. Discuss ways they can make a difference. —*Anchorage*

Ask your children about what they believe and think about things. Let children know you value their input. —*St. Paul*

Let your child be responsible for certain family needs, such as checking out summer camps, leading a family meeting, or planting a garden. —*Fairbanks*

Talk about the importance of being a good student, friend, and citizen. Help your child understand these are important roles for young people, and should be done well. —*Whittier*

School staff can . . .

Help keep programs like peer helpers, peer tutors, and activities where teens can help others. —*Anchorage*

Have at least one student on the Advisory School Board. Make sure the Student Council is working and listened to. —*Juneau*

Encourage all students to lead a community project or school activity. Encourage staff to use service projects as a way to teach some of the curriculum material. —*Nome*

Develop some lesson plans around the idea of the roles of young people. For instance, writing essays about youth's role, doing a mural, comparing cultural differences. —*Tok*

When students volunteer or provide some service, make sure they hear from you that they have made a difference. —*Gustavus*

Faith communities can . . .

Use the energy and idealism of youth in concrete and meaningful ways within the faith community. Instead of asking kids to clean tables or serve food (although these are also valid tasks), have kids visit the sick, drive seniors to appointments, write letters to lonely military people, etc. —*Palmer*

Have the teens in the youth programs select a few service projects in the community. Help them get involved in meaningful ways. —*Anchorage*

Any community member can . . .

Help young people find ways to share their culture and lifestyle with visitors to the area, like the kids acting as tour guides and demonstrators at fish camps. —*Kotzebue*

Work with people in city offices (police, fire, administration, parks, trails, library), local businesses, or tribal offices to find ways young people can be involved. —*Craig*

Have social service organizations create opportunities for youth involvement, and have them work with local media to advertise the opportunities.
—*Anchorage*

Traditional ways . . .

Tell your children their family stories. It's up to them to preserve the stories and pass them on to their children. —*Toksook Bay*

Teach your children what it means to be a woman or a man. The qasgiq is the place for teaching young men the way of life. —*Toksook Bay*

During the whale hunt, all the members of the community have important tasks, including the kids. Everyone is involved. —*Point Hope*

Help your children learn their Native language. This way they can talk with the Elders, in their Native language, and this helps to keep hope alive throughout the community. —*Hoonah*

Give everyone an important role with the fishing, from setting and pulling in the net, to cutting and putting up the fish. —*Kasigluk*

Encourage young children to do small chores—like picking up after themselves. —*Little Diomede*

Go gather food together. Teach kids the importance of hard work. —*Elim*

During a Potlatch ceremony, give everyone a role in the planning and preparation. The Potlatch will not be a success unless they are given a chore.

—*Gakona*

Asset #9. Service to others

Youth gives one hour or more per week to serving in the community.

Parents and extended family can . . .

Volunteer together on a community service project. An example is a family that trained with the local public radio station and became volunteer hosts for a weekly two-hour music show. —*Valdez*

Encourage those groups that your children are in to work together on some useful task or project in the community. —*Glennallen*

Help your child put together a weekly schedule of activities that includes some type of service to others. —*Wrangell*

Call a local agency that uses volunteers and help your children (and yourself) become a part of their team. —*Anchorage*

School staff can . . .

Create programs in which the students get school credit for helping in the community. —*Soldotna*

At awards assemblies, recognize students who have performed a service to the community. —*Fort Yukon*

Have community members nominate people in the neighborhood that might need help with their home, i.e., shovel snow, clear land, etc. Have students volunteer their time to help with the task. —*Chugiak*

Use quotes and pictures of famous people who served others, such as Mother Theresa. Ask students to name people in their community who are helpers. Have them describe someone they know and admire for serving others. —*Juneau*

Consider making community service a part of the graduation requirements and curriculum for high schoolers. —*Anchorage*

Faith communities can . . .

Have ongoing helping activities that young people can be involved in. —*Glennallen*

Speak to the importance of serving others, as it relates to your religious beliefs. —*Bethel*

Recognize the community service performed by youth members of your congregation. —*Wasilla*

Any community member can . . .

Invite a young person you know to join you in your own community service efforts. —*Soldotna*

Help your neighbors or friends with child care for children too small to be doing service, so the rest of the family can participate in service projects. —*Juneau*

Think of unmet needs where you live—litter patrol, parking attendants for events, or painting over grafitti. Think of a way to turn these into service projects and form a youth club for doing them.
—*Anchorage*

"Service is the rent we pay for being. It is the very purpose of life, and not something you do in your spare time."
- *Marion Wright Edelman*

Traditional ways . . .

Teach the children how to cut the meat, how to distribute it to the Elders and to the other people in the community. —*Napaskiak*

Let them know what their own culture expects of them. For example, in Athabascan Potlatches, young boys are encouraged to serve the people. They'll be more blessed for helping and serving.
—*Delta Junction*

Teach young people to chop wood, stack wood, haul water, and do other useful things for community members, without being asked. —*Port Lions*

Asset #10. Safety

Child feels safe in the home, school, and neighborhood/ community.

Parents and extended family can . . .

Be an "askable parent," so your children learn they can tell you about things that concern them, especially issues of personal safety. —*Kodiak*

Keep an atmosphere of respect, friendliness, encourgement, concern, and caring in the home. —*Ambler*

Have clear expectations for safe behavior (and consequences if they are not safe). Adjust expectations as children get older and show trustworthiness. Make sure your kids understand the connection between rules, their safety, and your love. —*Homer*

Practice with your children what needs to be done in an emergency. —*Wrangell*

Be home with your children as much as you can. When not with your children, have regular check-ins and curfew. Let your children know who they can go to in the neighborhood for help. —*Juneau*

Make sure children wear a seatbelt when in a car and a helmet when they are riding on a snow-machine, ATV or four-wheeler, and a life jacket when in a boat. —*Elim*

Speak to the administration when you notice safety problems at the school. —*Fairbanks*

If you own a gun, keep it under lock and store the ammunition in a separate place. —*Anchorage*

School staff can . . .

Practice with students, what needs to be done in different types of emergencies. —*Wrangell*

Teach conflict resolution in schools, and put a peer mediation program in place. Teach safety as part of a comprehensive school health curriculum. —*Wasilla*

Discuss safety issues with staff on a regular basis. Respond to students' needs, including reporting incidents of suspected abuse or neglect. —*Kotzebue*

Look at the school's suspension policies. If there is out-of-school suspension, provide a safe, respectful, structured place for students to be. To a student with a life in constant dysfunction, even a short stay can be a wonderful respite. Longer stays can build other assets. —*Fairbanks*

Understand that violence in school often starts with bullying or teasing. Deal with these issues right away before they get out of hand. Teach kids to be tolerant. —*Bethel*

Faith communities can . . .

Discuss safety from time to time. Listen to the young people's concerns for safety and help them address their concerns in the community.
—*Wrangell*

Help families who are in crisis, especially when the parents' behavior might put children in danger.
—*Tok*

Any community member can . . .

Model safe behaviors; for instance wear a helmet on a four-wheeler, wear a life jacket in a boat, wear a seatbelt in a car, and wear winter gear in small planes in the winter. —*Galena*

Support, or create, safe places for kids to hang out. Example: teen centers, open gym, or skateboard

parks. Where there are places for kids' recreation, help make sure there is good adult supervision.
—*Wasilla*

Be aware. When you notice something or someone unsafe, stop and check on them, or tell them what is dangerous. Help children when they feel threatened physically or verbally. —*Kenai*

Learn about the family violence issues in your area. Get involved in the local task forces that address the problems. Support your local women's shelter, with money, time, or donations. —*Fairbanks*

Help enforce safety laws that are in place, such as speed limits and age limits for riding snowmachines. Support public policy measures that research has shown will increase safety. —*Girdwood*

Develop a neighborhood watch and/or safe homes for your area. —*Anchorage*

Traditional ways . . .

Make your home a place where children and youth feel safe and protected from harm. —*Copper Center*

Have Elders and experts come into the school to teach survival skills for all seasons. —*Togiak*

Teach your children what safe activities are and why it is important to be safe and not to harm others. Teach your children what a safe community is, what it looks like and feels like. —*Noorvik*

Teach children how to safely handle a boat and gun. Teach them how to read the weather before going out, and let someone know where they are going.
—*Hoonah*

Tell children where they are not permitted to go. For example, playing near cliffs or on the sea ice.
—*Unalakleet*

Asset #11. Family boundaries

Family has clear rules and consequences, and monitors the youth's whereabouts.

Parents and extended family can . . .

Involve kids in deciding what the rules and consequences are. Make sure they are understood by everyone. Follow through with consequences if a rule is broken. —*Tenakee*

Meet the parents of your children's friends before allowing your children to visit there. Have a list of phone numbers for all your kids' friends and "hangouts." Touch base with them often. Keep a message board. —*Anchorage*

Make sure you and your partner have the same rules for your kids and that you support each other in keeping them. If divorced, stay involved in your children's lives when they are not with you. Work with their other parent to have consistent rules. Your kids need to know that they have two loving parents who communicate and care about them. —*Cube Cove*

Get detailed information about what children are going to do away from the home before you give your permission for them to go. If they don't know all the answers to your questions, they will have to find out before you say yes. —*Valdez*

Put up with the chaos that can come from kids in your home, and make it a place that kids like to gather. —*Anchorage*

Get advice from other parents, books, or experts if you are having problems with setting or keeping boundaries. Don't just give up on them. —*Sitka*

School staff can . . .

Affirm for students that family rules are good for them. *—Kotzebue*

As much as possible, have school rules reflect the general standards set in the homes in your community. *—Seldovia*

Have resources available for families who want help with setting and enforcing rules. *—Anchorage*

Work with parents if students are breaking rules at school. In partnership, try to figure out why and what to do about it at school and at home. *—Emmonak*

Faith communities can . . .

Help parents who need help with rule-setting. Make it comfortable for parents to ask for help with these matters. *—Eagle River*

Teach the difference between enforcing family rules and child abuse. Never condone or ignore abuse within families. *—Wrangell*

Any community member can . . .

If there is a particular place or type of behavior that is a problem, work with young people and adults to find a way to address it. —*Northway*

Follow up on a child if you see him doing something you know his family would not approve of.
—*Hoonah*

Support parenting workshops offered. Help with incentives such as raffles to increase attendance.
—*Glennallen*

Traditional ways . . .

Definition: Family has clear rules, roles, and consequences, and monitors whereabouts.

Grandfathers, teach your grandkids to follow the beliefs and customs of the culture. To be honest, to share, to work along-side others in the community, to speak kind words. Teach the consequences of not following these customs. —*Toksook Bay*

Children need to know that their parents are responsible for them until they are adults. If they are late, go out and look for them. When you find them, they will be very happy to see you and come home.
—*Elim*

Teach and give your children rules and limitations on their behavior at the Potlatch and elsewhere. For instance, if they cannot sit still, send them outside to play. —*Kluti-Kaah*

Asset #12. School Boundaries

School provides clear rules and consequences.

Parents and extended family can . . .

Talk with children about the student handbook. Support the school if the child breaks his or her contract to follow the rules. —*Unalaska*

Get involved in the setting of school rules and policies. —*Chevak*

Talk to kids daily about their school day. If behavior issues come up, discuss it with them to understand it better. Help your children to understand how behavior and school rules tie into their job of learning. —*Palmer*

School staff can . . .

Be consistent with imposing consequences for behavior! —*Bettles*

Teachers and staff should follow clear rules and boundaries for their own behavior. If staff members follow the rules, the children will respect the rules more and follow the rules and boundaries. —*Shaktoolik*

Post the school rules and consequences in the classrooms. Focus on what kind of positive behaviors are expected of students. Use approaches like "Project Achieve" or "Character Counts." —*Hooper Bay*

Have the students develop a student guidebook, with input from teachers, parents, and community members. Then have each student read the guidebook and sign a contract to follow the rules. —*Tenakee*

Hold an Open House to explain assertive discipline policy in school. Explain how the same strategies can work with discipline in the home. —*Valdez*

Faith communities can . . .

Give children opportunities to deepen their understanding of following rules as it relates to their faith.
—*Soldotna*

Reinforce the importance of school rules for children.
—*Ketchikan*

Any community member can . . .

Notice and call parents or school staff when you observe students doing "good things" or breaking rules.
— *Kiana*

Support the school's rules. When people want to bad-mouth the rules, don't participate. If you can, support the rules, or at least suggest a respectful way for them to discuss the rules with school staff.
—*Homer*

As a coach or youth club leader, be aware of the school rules and expectations, reinforce them as needed. —*Anchorage*

Traditional ways . . .

Elders, show concern and praise children for following the rules and doing well in school. Support the consequences when children misbehave. —*Kipnuk*

Elders, encourage parents to praise and encourage their children to do homework, listen in class, and show respect to the teachers. —*Mt. Village*

Asset #13. Neighborhood/community boundaries

Neighbors take responsibility for monitoring youths' behavior.

Parents and extended family can . . .

Remember that you are a role model for others. —*Anchorage*

Have contracts with other parents for things like no alcohol at teen parties. Include agreements about sharing information with each other that you feel should be shared. —*Eagle River*

Let your neighbors know you want to be contacted if your child misbehaves! Otherwise, people might not think it's OK to call. —*Haines*

Know the laws of your community and follow them. If you don't like a law, work to change it—rather than just breaking it. —*Gamble*

School staff can . . .

Be involved with local efforts that look at community rules and standards for behavior. Help with creative ways to address behavior problems. —*Wrangell*

Have a relationship with parents that lets you tell them if a student starts hanging out with friends that concern you. —*Petersberg*

Develop lessons that help students learn about the community rules and expectations. Guide students in understanding the importance of laws for all residents. —*Cordova*

Faith communities can . . .

Have an agreement amongst all worshipers to discuss concerns about any child's behavior with his or her parent. —*Whittier*

Speak about the need for community members to watch over its youth. —*Kenai*

Have clear standards for behavior, and expect kids to follow the rules within the faith community. —*Tenakee*

Any community member can . . .

Organize a block party. Get to know each other and talk about expectations. If something happens, it will be easier to talk with the neighbors involved. —*Wasilla*

Have a system in place to inform parents when their children are engaged in dangerous behavior such as playing on ice, fighting, drinking. —*Shishmaref*

Intervene directly with a misbehaving child. Let him or her know what behavior is not OK. Offer ideas on other ways to deal with the problem. —*Sitka*

Have neighbor kids help you with jobs or doing some project or just visiting. Let them know your expectations for behavior. They will want to respect you because you are their friend. —*Holy Cross*

Traditional ways . . .

Definition: Community shares the responsibility for the safety and well-being of the children.

Send your children to an Elder when they misbehave. Let the Elder tell them a story that will help them learn the right thing to do. —*Hoonah*

Work with the traditional council to decide the rules of your village. Help make sure school rules are consistent with community rules as much as possible. Discuss ways to help enforce rules that everyone agrees on. —*Elim*

Asset #14. Adult role models

Parents, Elders, and other adults model positive, responsible behavior.

Parents and extended family can . . .

Model responsible behavior. Discuss your own action sometimes: how and why you behave as you do. —*Craig*

Look for ways your child can be around people you know are good role models. —*Klawock*

Be honest about your shortcomings. Set goals for overcoming those things that make you less than a good role model for your children. —*Anchorage*

Talk with your children about the role models seen in TV and movies. Discuss how these role models match or conflict with your family's values and behavior standards. —*Kenai*

If a single mom, try to have male friends who are positive role models spend some time with your children, especially your sons. —*Juneau*

School staff can . . .

Have high standards for staff behavior. The staff teach children more through their actions than through their words and papers. —*Iguigig*

Encourage staff to be involved in community activities so youth see them as more than just teachers. —*Wrangell*

Bring in successful community business and industry people to teach students. —*Valdez*

Try to have lots of positive adults involved in youth activities. —*Palmer*

Look at ways to operate programs, like "School-to-Work," that put young people around adults in healthy settings. —*Anchorage*

Faith communities can . . .

Have high standards for behavior and character among the people you have working with kids. —*Craig*

Sponsor fun, alcohol-free social gatherings to show that fun can be had without alcohol. —*Kenai*

Encourage senior citizens to help in after-school activities. —*Wrangell*

Any community member can . . .

Be a mentor for others' children, especially kids who lack positive role models. —*Fairbanks*

Be involved with young people, rather than just giving them money for their programs. —*Juneau*

Support programs in the community that help adults overcome substance abuse or other difficulties. You can help adults be better role models by helping them to be healthy themselves. —*Kodiak*

Take part in community activities. Be conscious of your actions and the effect they have on young people. —*Port Graham*

Traditional ways . . .

Rather than telling a child what to do, tell a story with a lesson so they can decide for themselves. —*Chevak*

Help get kids and Elders together, like the talking circles with visitors and tourists. —*Kotzebue*

Grandparents are quiet teachers. They don't always tell us what to do. We watch them and then try to do it ourselves. —*Toksook Bay*

Asset #15. Positive peer influence

Youth's close friends model responsible behavior.

Parents and extended family can . . .

Discuss peer influence and friendship within the family. Talk about it without lecturing, and give thoughtful feedback to kids' concerns. Be an "askable parent" about all kinds of behavior.

—*Eagle River*

Have your children bring their friends to your home. Let them benefit from being around the responsible role models and positive setting you offer.

—*Anchorage*

Share your expectations for behavior with your children's friends, especially if your standards are different from their own or their family's. Respond positively when they honor your boundaries.

—*Whittier*

Share some of your own experiences with good and bad peer influence. Share a time when you had to let go of an unhealthy friendship. Share a time when you influenced a friend in a way you later regretted.

—*Juneau*

School staff can . . .

Have high expectations for students. Put supports in place for peers to help each other meet the expectations.

—*Nikiski*

Recognize in award assemblies, young people who have demonstrated positive peer influence.

—*Klawock*

Have students learn good social interactions through role playing and cooperative learning in the classroom.

—*Fairbanks*

81

Talk about positive peer pressure. Form a student group and brainstorm ways peers can motivate others to do good things. Have peer role models give other students tools for acting responsibly.
—*North Pole*

Teach about peer influence and making friends as part of a broad health education program. —*Palmer*

Faith communities can . . .

Work with the kids to help them be good kids who would rather not mix with troublemakers. —*Valdez*

Give young people opportunities to talk about peer influence and friendships among themselves. Help them identify positive role models, and work on skills for strengthening this in the community.
—*Anchorage*

Any community member can . . .

Help young people know what "positive peer influence" looks like. Talk about it and offer suggestions for dealing with bad role models. —*Fairbanks*

Form friendships with troubled kids. Accept them and look for fun things to do with them. As a friend, you can influence their behavior in a good way.
—*Sitka*

Help keep the positive things young people do in the spotlight of your community. Write letters to the editor or the media people to balance the reporting of "problem behavior" and good role models.
—*Anchorage*

Traditional ways . . .

Encourage young people to help each other with their tasks. This helps them learn to cooperate with each other. —*Shishmaref*

Don't put down your children's friends—because you are putting down your own child. Instead have other kids over to spend time in your home with you. —*Teller*

Asset #16. High expectations

Parents and teachers encourage the youth to do well.

Parents and extended family can . . .

Let your child know your expectations in concrete terms. Reward their achievements with concrete rewards. Example: have a skating party at Dimond Center when your child meets his or her goals for good grades. —*Anchorage*

Expose children to the world, careers, colleges and courses. Create dreams. Talk about how dreams and opportunities relate to your expectations for their work ethic right now. —*Craig*

Reinforce the notion that your children are both smart and hard-working. Expect hard work, but not perfection. Notice their hard work when it is given. —*Wrangell*

Talk about expectations in regular conversations with your children. Comment on different expectations others have, of themselves, your children, and others. Make it a natural thing to notice and comment on. —*Wasilla*

Discuss your standards with your children's teachers and friends' parents. Encourage your child to challenge standards others might set for him or her. —*Fairbanks*

Display your children's work in your home. Show your pride in their work done well. —*Houston*

School staff can . . .

Have parents write suggestions in the parent newsletter about what parents can do to set high expectations for their children. —*Delta Junction*

Set goals with students and discuss their goals at student-led conferences. —*Anchorage*

Give examples of what "high expectations" look like (behaviors, citizenship, academics, interpersonal relationships). Help students appreciate the need for high expectations in all areas of their life.
—*Whittier*

Don't limit the children on *how* they can do an activity, project or an assignment. Tell them the expectations of the assignment, but allow them freedom for their own design and style. —*Shishmaref*

Give many opportunities for "reaching the bar." Grade so that students can meet your expectations, even though it might take several tries. —*Juneau*

Make sure your athletics program is linked to achievement in academic areas. —*Gustavus*

Reinforce high expectations and recognize achievers with bulletin boards and banners throughout the school. —*Valdez*

Faith communities can . . .

Set high expectations for young people participating in youth programs and other activities. —*Soldotna*

Set goals for achievement within the faith community. Notice and honor kids' achievements.
—*Chugiak*

Any community member can . . .

Compliment kids when they achieve. Explore issues with them when they fall short of achieving. Help them discover what helps or hurts their achievement.
—*Cordova*

Remind yourself often of the vast potential within everyone. Try not to put limits on others.
—*Metlakatla*

Set a good example by working hard and showing others your hard work pays off. —*Noorvik*

Encourage businesses and community groups to recognize high-achieving kids. —*Anchorage*

Traditional ways . . .

Definition: Parents, comunity members and teachers encourage youth to do well.

Give the youth a goal and trust the youth to achieve it. If the child needs help, then help enough so he or she learns to help himself or herself. —*Holy Cross*

Ask your children challenging questions, then listen to their answers. Take them seriously. Learn from them. —*Ambler*

In the naming ceremony, you are given a verbal gift and a vision for your future. You are expected to live up to the qualities of the person you were named after. —*Kluti-Kaah*

Give youth more rewards for what they do right than punishment for doing wrong. —*Elim*

Teach sewing skills. If you don't do it right the first time, you rip out the stitches and try again. You need to practice. You have to start with the end in mind, or else you will not know what you are sewing.
—*Akiachak*

Asset #17. Creative and cultural activities

Youth is involved three or more hours per week in activities that include music, arts, crafts, or cultural activities.

Parents and extended family can . . .

Do an activity with your child. Learn a musical instrument, karate, model building, dance, woodworking, or ceramics together! —*Seward*

Attend your child's performances or exhibits. —*Port Graham*

Support your children's choices for creative activities, even if they are not your choice. Let them discover their own gifts. —*Seldovia*

Limit TV watching. Help your child get involved with making, creating, or building things. —*Wrangell*

For birthdays and other gift-giving occasions, choose gifts that stimulate creativity (games, tools, craft kits) rather than passive entertainment (videos, electronic games). —*Wasilla*

Be tolerant of the learning process, not critical if it's not perfect. —*Anchorage*

Teach children the traditional dances and songs of your culture. Help them to practice, especially with Elders or other teachers. Include the dances and music as part of celebrations. —*Anchorage*

School staff can . . .

Invite artists into the school, as part of "Artists in the Schools" or just tapping into the talents in the community. Open school facilities for creative activities offered by community members. Sponsor an Art Fair and involve the family, school, and other community members. —*Emmonak*

87

Encourage staff to build creative activities into their lessons. Make the curriculum reflect a commitment to education in creative activities. Make sure the gifted program doesn't just focus on analytical/cognitive areas. —*Fairbanks*

Help ensure funding for creative arts. Just as sports are "life-savers" for some kids, creative arts are important outlets for others. —*Anchorage*

Look to answer "How is this youth smart?" rather than trying to measure "How smart is this youth?" —*Juneau*

Faith communities can . . .

Organize classes or events for creative talents. —*Sitka*

Have the youth group consider doing teen theater to express feelings, religious principles, or values. —*Anchorage*

Open facilities for outside individuals or groups wanting to offer creative activities for classes or performances. —*Kenai*

Any community member can . . .

Invite a child to get involved in a class or creative activity with you—like the "Tanqik Theater," which practices Eskimo dances and Native plays throughout the school year. —*Chevak*

Testify at public meetings (such as school board or city council meetings) about the importance of having strong arts programs for youth, just as people recognize the benefits of youth sports programs. —*Fairbanks*

If you have a skill, like carving or beading, share it. Be a teacher. Start a class. —*Minto*

Support programs that sponsor creative activities for youth. Give money. Attend performances. Speak positively about the programs to others.—*Anchorage*

Form youth groups that can welcome tourists and provide entertainment through plays, traditional dances and musical shows. —*Wrangell*

Traditional ways . . .

Teach your kids Native arts and crafts, dances, and music. —*Russian Mission*

Teach kids about how to play story knife (yaaguii). We used to spend hours telling stories to whoever would listen. It was a happy time. —*Togiak*

Open up a sewing and carving center. Let the Elders or expert sewers and carvers come in and teach the young adults and kids. Later, let them develop their own style of Native art. —*Tatitlek*

Invite performers from other villages and areas to perform in your community. Keep people interested in keeping the skills and sharing it with others. —*Chevak*

Asset #18. Youth programs

Youth spends one hour or more per week in sports, clubs, or organizations at school or in the community.

Parents and extended family can . . .

Notice things that your children are good at. Help them find groups or clubs that match their talents. —*Bethel*

Arrange with parents of other children to share in the transportation or supervision needed by programs. —*Anchorage*

Encourage your kids to be involved in youth programs, and help them stick with a program for at least several months. Help with things like transportation and buying equipment. —*Craig*

Attend the games or events your child participates in. —*Fairbanks*

School staff can . . .

Make school facilities available for youth programs that people want to offer. —*Noatak*

Maintain the ice at schools and build an ice skating program for kids. —*Anchorage*

Put a cheer and spirit squad in place for boys and girls. Don't make it competitive. Give everyone a chance to be a part of it. —*Anchorage*

Balance resources between competitive inter-scholastic sports and intramurals, to offer lots of variety of sports and full participation of kids. —*Wasilla*

Have a bulletin board to let people know about the different youth activities in the community. Have a place on it to recognize students who are involved. —*Fairbanks*

Faith communities can . . .

Make your facilities available for holding community youth programs. —*Valdez*

Have a "Games Night" on a regular basis, and supervise all sorts of games for community kids (and adults). —*Savoonga*

Organize youth activities around important holy days and events. —*McGrath*

Be involved in the programs outside the church, to motivate followers to do the same, and let people know you think they are important. —*Fairbanks*

Any community member can . . .

"Adopt" a child you know who could benefit from getting involved in activities, but whose parents aren't able to help or aren't supportive. Offer to help with transportation or other needs. —*Sitka*

Make sure the Community Schools program is adequately funded and provides after-school activities for youth. —*Palmer*

Step up to the plate when an adult leader is needed to help with a worthwhile program for kids. Don't expect someone else will do it. —*Anchorage*

Think of ways to turn adult activity programs into ones that youth can participate in too. Can you have a junior bowling league? Technology club? Pool tournaments? —*Fairbanks*

When youth are raising money for their programs, support them. Budget some money to have on hand for raffle tickets, popcorn, cookies, or plain old donations. Try not to turn away a young person motivated enough to knock on your door to ask for your support. —*Valdez*

Traditional ways . . .

When the Elders were young, they often had more responsibilities and chores to do like chopping wood, carrying water, gathering greens, drying meat, and picking berries. But they also made their own fun. They created games for themselves. We need to give our children more responsibility and more opportunity to invent things to do for themselves. —*Kasigluk*

Help your kids be involved in Native dance groups, sewing circles, Native Youth Olympics, and other activities which give them skills. —*Kwethluk*

92

Asset #19. Religious community

Youth is involved one or more hours per week in religious services or spiritual activities.

Parents and extended family can . . .

Help your children develop a personal relationship with the Creator. Listen to their questions, show them that you believe, and help them understand that the Creator is everywhere. —*Elim*

Volunteer to lead a religious youth group and recruit teens to be a part of the group. —*Shaktoolik*

Pray together as a family, and let young people see how prayer works in their lives. —*Kenai*

Discuss your children's ideas about where your family will worship. If you can, allow your children to have a choice, because it is important that they feel comfortable with the group. —*Juneau*

School staff can . . .

Be aware of the many different religions and spiritual frameworks that are represented in your students and staff. Make sure the school honors religious diversity. —*Seward*

Try not to schedule major activities on holy days or during religious services. —*Ft. Richardson*

Create ways for students to discuss different religions, faith and spirituality issues in their classes. It makes their activities within their faith more relevant and perhaps more acceptable. —*Wasilla*

Faith communities can . . .

Make your time with youth count. Be sure your youth activities really speak to their concerns and interests. —*Nome*

Involve young people in all decisions. Make sure they are listened to. —*Kake*

Make your church and Sunday school a youth-friendly place, so kids enjoy participating regularly. —*Anchorage*

As a youth group leader, integrate values and religious lessons to everyday life. Get ideas for how this applies from the young people. —*Whittier*

Host activities where young people are especially invited to bring friends. —*Wrangell*

Any community member can . . .

Ask children about their belief in God. Be willing to share your views with them as they deepen their own understanding. Be respectful of different spiritual beliefs. —*Juneau*

Be supportive of the young people you know who are involved with their church or faith group. Show interest in their spiritual growth. —*King Salmon*

Traditional ways . . .

Help children see the power of the Creator in the beauty of the land, sky, and water. —*Shishmaref*

Thank the Creator every day; be prayerful. —*Toksook Bay*

Asset #20. Time at home

Youth is out with friends "with nothing special to do" two or fewer nights per week.

Parents and extended family can . . .

Role model: don't fill up your time with activities away from the house either! —*Anchorage*

Have games and things around the house that your children enjoy doing. Turn the TV off and help your children invent games and activities to play with each other. —*Craig*

When you are visiting a family with kids, invite the young people to be in the room with you. Try to make the children feel welcome around adults. —*Toksook Bay*

Be clear with your teenager about limits to time he or she can be employed. Help your teen be very clear about this with his or her employer. —*Eagle River*

Treat your kids with respect and love. Make your home a happy and comfortable place for young people. —*Juneau*

Some families face issues like alcoholism, violence, or emotional abuse. If this is the case, home is not especially good for kids. If you have these problems, be courageous and get help—for your kids' sake. —*Kodiak*

Have some time scheduled into the week so your children get to decide what they will do at home. Go along with their choice, even if it wouldn't be your choice. —*Palmer*

Make this a part of family boundaries. Talk about it as a family and agree to a plan. —*Glennallen*

School staff can . . .

Once in a while, assign homework that the parent and child can do together. —*Shaktoolik*

Give parents ideas of what to do with kids in the evening. —*Shishmaref*

Be careful not to have too many events and activities scheduled that students or parents are expected to participate in. —*Angoon*

Faith communities can . . .

Encourage families to have time at home. —*Wrangell*

Trade or loan games and things for families, so they can have things to do without having to buy a lot. Have lots of ideas on hand for families who want them. —*Barrow*

"How we spend our days is, of course, how we spend our lives."
- *Annie Dillard*

Any community member can . . .

Give games, puzzles, or music to friends with children on gift-giving occasions, helping to keep them supplied with fun activities for the home. —*Juneau*

Respect other families' desire to have time by themselves. —*Rampart*

Work with the community to make one night of the week "Family Night." Organizations agree not to hold any meetings or events on that night. —*Wrangell*

BEST COPY AVAILABLE

Traditional ways . . .

Definition: Child chooses to spend quality time at home.

Spend at least one hour a day talking with your children, going on outings, and getting involved in their lives. —*Kluti-Kaah*

Share family stories of success, adventure, love, and laughter around the table. Read stories to your children and let them hear stories from their grandparents. —*Shaktoolik*

Go on hikes, explore, or gather food. Let children explore and learn on their own and with others. —*Tuluksak*

97

Asset #21. Achievement motivation

Youth is motivated to do well in school.

Parents and extended family can . . .

Always be learning something yourself, and show your children what it looks like to be committed to learning. —*Tenakee*

Talk with your children about how their effort in school now will give them more choices in life later on. Think of real people or characters they know–and notice how their past effort or lack of effort affected their life. —*New Stuyahok*

Be supportive and helpful if your child is struggling. Help to problem-solve. Don't just assume your child isn't trying hard enough. —*Petersberg*

Learn things with them. Turn school projects into activities you can do with your child. —*False Pass*

Celebrate with a special dinner when one of your children accomplishes something special. —*Elim*

School staff can . . .

Have regular evening study halls if children need extra help on their homework. Have volunteers, older students, and parents be there to help. Show you are committed to helping kids learn. —*Akiachak*

Make the curriculum as broad as possible, so that students will discover things that excite them and that they can succeed at. Let children find *what* they are smart at, not *if* they are smart! —*Juneau*

Make schoolwork as relevant as possible for kids. It's hard for kids to stay motivated if school doesn't make sense to them. —*Aniak*

Use different teaching methods, realizing that different kids learn in different ways, so that fewer students will "not get it." Success breeds motivation.
—*Russian Mission*

At the end of each school quarter, enter the names of all kids on the Honor Roll for a chance at prizes donated by the school or community. These prizes could then be shared with the other kids.
—*Shishmaref*

Faith communities can . . .

Speak supportively of education. If there is a difference of opinion about how something is taught, explore the differences without suggesting that the whole education system is wrong. —*Anchorage*

Give young people opportunities to tie in their school learning with their spiritual lessons and activities: discussions, group projects, presentations, etc.
—*Fairbanks*

Any community member can . . .

Attend the awards ceremony where kids are given certificates for perfect attendance and good grades. This way you will show your support. —*Port Alsworth*

Show interest in the schoolwork of young people you know. Ask them about it. Have them teach you something. Compliment them for their efforts.
—*Ouzinkie*

Find ways to help struggling students. Give them extra attention. Praise their efforts. Help with homework. Let them know you believe in them.
—*Ketchikan*

Volunteer with community efforts to address literacy issues, dropout, etc. Make sure these programs see "the big picture" and look at kids' needs broadly.
—*Anchorage*

Encourage local businesses to give discounts or awards to youth who bring in report cards with high grades. —*Kenai*

Traditional ways . . .

Let your children know what you expect of them, and praise them when they do what you expect.
—*Kluti-Kaah*

Remind your child daily that school is important.
—*Savoonga*

Recognize and honor cultural differences.
—*Shishmaref*

Invite Elders or local residents into school to teach the cultural history. —*Copper Center*

"Shoot for the moon. Even if you miss it, you will land among the stars."

- *Les Brown*

100

Asset #22. School engagement

Youth is actively engaged in learning.

Parents and extended family can . . .

Guide your child with the basics for being engaged: getting to school on time, eating well, getting enough sleep, having a good place to study, etc. —*Craig*

Attend your child's school performances—whether they be on the gym court, the stage, an awards assembly, or anything. If your child is out in front of people, be there. —*Elim*

Have your kids read to you. Have your kids regularly teach what they have learned to you or other members of the family. —*Fairbanks*

Ask questions about your child's school day every day. Show your genuine interest and enthusiasm. —*Chugiak*

Restrict TV! Research shows TV makes kids become passive and lowers their ability to engage in mental or physical activities. —*Tok*

Avoid comparing one child's achievement with another's. Make sure each of your children know you believe in them and expect them each to do their best. —*Anchorage*

Tell your children they are both smart and hard-working. Don't expect perfection, but expect hard work and notice it when given. —*Kodiak*

School staff can . . .

Integrate learning activities, so students can learn about things across disciplines. It makes it more meaningful and fun. It is especially powerful if it is built around ourdoor recreation classes like kayaking, glacier travel, winter camping, orienteering, etc. —*Valdez*

Help students learn good study skills. Help parents encourage good study habits at home. —*Klawock*

Recognize students who demonstrate strong involvement and a commitment to learning at award assemblies. —*Sitka*

Have guest speakers in the class, so students see the connection to what they are learning and what people outside school do. —*Palmer*

Involve youth in the teaching of the information, either to their peers or to younger students. —*Gustavus*

Closely monitor students' work, and immediately get with struggling students and their families to help create a plan for success, so child stays engaged. —*Anchorage*

Faith communities can . . .

Compliment and recognize youth who show a commitment to their education and involvement in learning. —*Fairbanks*

Talk to young people every day about something that interests them. Create ways for them to share their knowledge and experience with others. —*North Pole*

Any community member can . . .

Be excited about what young people are learning. Show your enthusiasm. Get them to teach you new things. Praise their accomplishments. —*Anchorage*

Help tutor kids who are struggling so they don't fall too far behind and lose interest. —*Cube Cove*

Give educational activities and items as gifts to young people you know. Do educational activities with them, so it is fun. —*Ketchikan*

Volunteer at the school to read to children, help them with their homework, open the gym, decorate for an event, or anything else that you might be interested in. —*Teller*

Let a youth shadow you while you do your job. This way they will learn what skills they'll need to be successful in the work world. —*St. Michael*

Traditional ways . . .

Recognize and honor cultural differences. —*Shishmaref*

Invite Elders or local residents into school to teach the cultural history. —*Copper Center*

Have Elders perform traditional ceremonies in the school. —*Pilot Station*

Asset #23. Homework

Youth reports doing one or more hours of homework per day.

Parents and extended family can . . .

Let your child's teacher(s) know that you support homework being given, and will help your child accomplish homework daily. —*St. Mary's*

Rotate a "Homework House" around your neighborhood. Each day a different home provides space, encouragement, and help with homework. —*Wrangell*

Give your child a special homework time and a place in the house to always do their homework. It may be a desk, a table, or a shelf and chair in the corner, anywhere that they will go each day to finish their homework. —*Selawik*

Help your child with homework, even if it is difficult for you. You don't have to teach your child the answer. What you teach them is how to find out the answer, how to learn. They watch you learn and they learn. —*Shaktoolik*

Plan to do something special, or let your children choose an activity when their homework is complete. Build in an incentive for getting it done. —*Soldotna*

Take an interest in your child's homework. Have them share it with you when they are done. Be available to your children to help them or to review their homework, if they need it. —*Valdez*

School staff can . . .

Be sure to do something with the homework every day! Let students see that it matters. Collect it, comment on it. Ask students about doing it. Record it having been done. —*Wrangell*

Make the homework short and relevant to what is being taught in school and life outside. —*Northway*

Give them a private, quiet area after school. Have a tutor available, and other resources that may be needed like books and computers. —*Hoonah*

Make homework assignments more an adventure than a task. Explore this by brainstorming creative homework projects for different subjects. —*Juneau*

Have a homework hotline, a link to the school's web site, or some way to help students and parents know about homework assignments. —*Palmer*

Work with students individually and in groups on organization, time management, and study skills. —*Kodiak*

Try to be aware of what other teachers are assigning, to avoid overloading students. Be flexible, if possible, when overload does happen. —*Anchorage*

Faith communities can . . .

Open your facilities for use as a study hall. Offer goodies and have adults scheduled to help tutor and give encouragement to kids. If your own facilities won't work, create a "drop-in" homework time in another location. —*Gustavus*

Check in regularly with youth group members, to make sure they are not getting overloaded with school work and youth group commitments. —*Anchorage*

Any community member can . . .

Make your house available for kids to have a place to do homework, like a study hall. Tutor kids with their homework, if needed. —*Port Alsworth*

Sometimes, when you see a child, ask them about what they are learning in school and what kind of homework they are working on. —*Gakona*

If you are taking classes or just want to read a book for a while, go to the school and do your reading or read at home. Let kids see that even adults study and read. —*Shishmaref*

"Whatever it is you want from young people, you must give them."

- Anonymous Alaskan

Asset #24. Bonding to school

Youth cares about school.

Parents and extended family can . . .

Encourage kids to participate in school activities. Help with transportation. Attend their events. —*Kenai*

Ask about school every day. Celebrate the good; support kids through the bad. —*Fairbanks*

Have a place in your home to feature your child's school work and notices. Together, keep track of your child's activities and progress. —*Wrangell*

Share your own experiences during your school years. What was it that helped you have school spirit? —*Soldotna*

Work with your children when they are young, so they develop a liking for school. —*Pilot Station*

If your child does not like school, ask them "why." Help your child work to solve the problem so they are more able to enjoy school. —*St. Michael*

School staff can . . .

Make school interesting and relevant. It doesn't always have to be fun, but school should be a place where students are not bored. —*Hydaburg*

Offer extra-curricular activities like student government, student planning, study groups, environmental clubs, drama, band, and other programs that all kids can participate in. —*Wrangell*

Involve students in teaching. —*Anchorage*

107

Give the students a say in what the school looks like. Have students create school murals or art projects, tree planting or flower beds. —*Gustavus*

Share the decision-making power with students about school rules and other issues that have an impact on their lives. —*Klawock*

Recognize students who make an effort to do something extra to make the school a better environment. —*Cube Cove*

Faith communities can . . .

Talk to youth members about their school experiences. Celebrate their progress and take interest in all their school-related activities. —*Anchorage*

Attend school functions. Encourage others to attend school events whether or not they have school-aged children. —*Bethel*

Any community member can . . .

Volunteer at the school. Let students know that you are there giving your time because you care for each of them. —*Noatak*

Encourage young people you know to make school important. Share your own experiences about school: how it was positive for you or how you would have made it different. —*Seldovia*

Buy a school T-shirt or bumper sticker. Participate in fund-raisers. Attend events. —*Kenai*

Encourage children to continue with their dreams and goals. Help them see how the school will support their decisions and give them more choices. —*Togiak*

If a youth drops out of school, encourage and support that youth to return to school. —*Minto*

Traditional ways . . .

Recognize and honor cultural differences. —*Shishmaref*

Invite Elders or local residents into school to teach the cultural history. —*Copper Center*

Have Elders perform traditional ceremonies in the school. —*Pilot Station*

Asset #25. Reading for pleasure

Youth reads for pleasure three or more hours per week.

Parents and extended family can . . .

Make sure that interesting books are everywhere in your house. Books, magazines, CD ROM, comic books, everything. —*Hoonah*

Buy books for your children through the school, like Scholastic flyers or book clubs. Know what your child is interested in, and get books and magazines that will excite him. Subscribe to a magazine your child is interested in. —*Elim*

Build in some family reading time each week, or even each day, like before bedtime or after dinner. Maybe sometime you can have family members read out loud to others. —*Craig*

Take your children to the library and check out books with them. —*Anchorage*

Enter your children in summer reading programs to keep their reading skills up during the summer months. —*Kenai*

Be a role-model—read when your children are around. —*Fairbanks*

School staff can . . .

Participate in the Iditaread program where kids mark the number of pages they read every day. One page equals one mile of the Iditarod. —*New Stuyuhok*

Make books available for students to take home. Let students choose the books they want to read.
—*Nenana*

Have a space on a bulletin board or somewhere to post the newly released books, best-sellers, etc. Maybe set up a way for students to share their own reviews of books and have school-wide best-seller lists. —*Juneau*

Weave interesting books and reading materials through the curriculum. —*Anchorage*

Build in non-graded pleasure reading time to part of each day or week. —*Seldovia*

Subscribe to youth-oriented magazines and periodicals and make them available to students. Offer book order services for students and families. —*Fairbanks*

Encourage cross-age reading programs. Have older students, parents or grandparents come into the classroom to read to younger students. —*Wrangell*

Faith communities can . . .

Put young people in charge of their own reading nook and lending library. Have them select all kinds of reading material for sharing with others. —*Sitka*

Encourage the youth group leaders to tie in reading with other activities they do. Have a good selection of interesting books and journals that relate to the topics young people are interested in. —*Cordova*

Any community member can . . .

Give books as gifts for birthdays, holidays, and other special gifts. A local doctor hands out good used books instead of stickers to his young patients. —*Ketchikan*

111

Help sponsor a community book exchange once a year. Where people come to an evening event and talk about what their favorite books are, trade them, and learn about each other's interest. Invite every child and youth in the community to participate.
—Anchorage

Promote campaigns like "Kill Your TV and Read Day" and the "Reading is Fundamental" TV ads.
—Fairbanks

Do what you can to assure books are available at places like the rec. center, health clinic, council office and all around. Also, help ensure adequate funding for the public libraries. *—Glennallen*

Volunteer at the library or any place where young people spend time. Read to them or supervise them reading to others. *—Palmer*

Asset #26. Caring

Youth places high value on freely helping other people.

Parents and extended family can . . .

At the end of each day, help your children recall ways in which they helped others and ways in which they were helped. Make this a daily ritual for closing the day. —*Wasilla*

Show compassion and caring to all family members. Notice the caring ways of others, and point it out to your children. Also point out the non-caring things people do, and let them see the effect of both. —*Valdez*

When your children do something that demonstrates caring, talk about the event so they can feel satisfaction from the experience. Don't assume this will happen automatically. —*Anchorage*

Give your child ways to help others, like helping an Elder or disabled person. Take on family projects that help others, such as the winter weather protection program. —*Wrangell*

Have your child share their books and toys with other children in the community. Teach them that it is good to share. —*Shaktoolik*

School staff can . . .

As a service project, have students collect non-perishable food items and put together meal packs for needy families. Work with a local agency to deliver them. Help students reflect on their experience too. —*Fairbanks*

Try to understand the needs of students and parents. You can't be caring and offer real assistance if you have not first taken the time to really listen to what their needs are. —*Fairbanks*

Use students' abilities and gifts to help other students. Include a lot of cooperative learning activities. —*Ambler*

Sponsor a peer helping program in the school. —*Klawock*

Recognize caring students during regular class meetings. —*Juneau*

Have high standards for staff to show caring and respect to everyone. —*Anchorage*

Faith communities can . . .

Have opportunities for youth to provide service in meaningful ways, both in the faith community and beyond. Help them identify areas of need and offer assistance. Example: the "Furniture Ministry" in Wasilla distributes donated furniture to community members who can't afford to buy. —*Palmer*

Consider having a peer helping program, either as part of the youth group in your faith community or as a cooperative effort with non-members as well. —*Eagle River*

Study the sacred writings for references to caring within your faith tradition. —*Anchorage*

Any community member can . . .

Let kids around you help you whenever they offer, even if you don't need the help. Thank them and tell them they were a great help to you. —*Angoon*

Don't just do organized efforts of helping (e.g., food drives). Let kids see you doing "random acts of kindness." —*Palmer*

Offer to help others as much as you can, with things like child care, cleaning house, or driving people around. —*Homer*

114

Get involved in community efforts to give young people opportunities to serve others. Also help with efforts to publicly recognize youth who serve others.
—Kenai

As a youth club advisor, include service projects and have kids reflect on their experience helping others.
—Fairbanks

Traditional ways . . .

Explain to children why it's important to share the best of the catch with the Elders. Have your child take the meat to the Elders. *—Toksook Bay*

Have a sewing circle and make things for your child.
—Shaktoolik

Tell stories of how family members cared for one another in the old days. *—Hoonah*

Caring is shown in our grieving ceremonies. The community mourns together. When we have Potlatch ceremonies or go visit the family's house, we feel sad for their loss, and we give food, cards, money, time to the family of the deceased. We tell stories of the shared value of that person.
—Kluti-Kaah

Asset #27. Equality and social justice

Youth places high value on promoting equality and reducing hunger and poverty.

Parents and extended family can . . .

Show kindness and care to all people. Teach respectful communication to younger generations. —*Sitka*

Form a family charity account, for everyone to contribute to, and decide as a family who to give it to several times each year. Discuss what happens with the money, and why it is important to share what we have with others less fortunate. —*Wasilla*

Discuss issues of social justice as they come up: from watching news programs, TV programs, newspaper stories, or just what happens in your child's life. Help your child understand how things would be different if we had greater social justice and equality. —*Fairbanks*

Each day, notice and comment about something you are grateful for, something easily taken for granted but which other people lack. When you share these things with your kids throughout the normal day, it has more power than when it is part of a "talk." —*Anchorage*

School staff can . . .

Have opportunities for students to do a food drive, or help out with holiday meal events at the Rescue Mission or Bean's Cafe. —*Anchorage*

Teach how history can be different from different perspectives. People don't feel the impact of events in the same way. Help children see the variety of perspectives of other people. —*Bethel*

Use class meetings to discuss issues like racial name-calling or ways people are different. —*Aniak*

Sponsor events that celebrate different ethnic groups. —*Chugiak*

Honor diversity and maintain equality throughout the school. Check whether or not the school is really doing a good job with this. Because sometimes in subtle ways discrimination persists, and people are dishonored. —*Craig*

Faith communities can . . .

Include ways for youth to learn about and discuss equity and justice issues. —*Ketchikan*

Study the sacred writings together for reference to equality and social justice. —*Anchorage*

Link up with other organizations involved in reducing social inequality, and offer ways young people can get involved. —*Juneau*

Recognize people in the faith community and beyond who have given of themselves to help others in the world. —*Nome*

Any community member can . . .

Comment when you notice someone acting in a socially just way. Likewise, offer your own views when you hear or see someone putting someone down. Don't laugh at ethnic jokes. —*Barrow*

Encourage the kids you are around to play fair and take turns while playing. Remind them to treat others as they want to be treated. —*Shishmaref*

Help out with community efforts to address broad social concerns. Get a young person involved with you, and do the activities together. —*Wrangell*

Get magazines and books that keep you informed about current social issues in the world. Share them with your friends. Keep others informed.
—*Anchorage*

Traditional ways . . .

Definition: Youth respects self and others; places high value on sharing and cooperation.

Teach your children humility. Teach them that no one is better than them, and that they are better than no one. —*Kluti-Kaah*

Have Elders talk before basketball games about respect, respect in everything. This is values education.
—*Unalakleet*

Try to set a good male/female example. —*Akiachak*

Have Elders come into the classroom and tell the stories of sharing the catch and why this tradition is important to us. —*Chuathbaluk*

When the youth goes on a moose hunt, it is important for the youth to clearly understand his role. He must complete his role for the good of the common goal—the moose hunt. —*Kluti-Kaah*

At fish camp, it is the tradition to share the bounty with others. We always cut, dry, and store more than we need because we will share with the village. The whole family is involved in cutting fish. It is our tradition to give the best meat away. —*Shaktoolik*

At a pay-off party, we celebrate the life of the one who has died by giving away all his possessions to people throughout the village. People often save things for years for this potlatch time, so they could be very generous and celebrate the passing.
—*Hoonah*

Asset #28. Integrity

Youth acts on convictions and stands up for beliefs.

Parents and extended family can . . .

Model integrity. When you are doing something because it is the right thing to do, take the time to explain it to your child. They can't always see the obvious. —*Hoonah*

Help kids to talk about times when their beliefs are questioned. Praise them for taking a stand. —*Kipnuk*

Help young people to define what they will use to guide their life's choices. What principles will they rely on? —*Klawock*

Give your children the chance to discover their own ideas sometimes, rather than always tell them what they should believe. Use "teachable moments" with things that happen throughout the day. Ask young people, "What does this say about —?" or "Do you agree?" or "How would this make your feel?" —*Sitka*

Learn to talk to your children about difficult issues like domestic violence, oppression, and prejudice. Help them understand how these relate to their integrity. —*Kenai*

School staff can . . .

Help teach students the process for forming an opinion and preparing an argument for a particular view. Give them practice in these skills. —*Anchorage*

Select and use programs that can reinforce character development, such as "Character Counts." Be sure to include a way for parents to use it too. —*Wasilla*

Teach students how to debate and support their beliefs. Offer opportunities like student government, debate clubs, and youth courts to give students chances to express their ideas. —*Wrangell*

Teach about values and give students opportunities to hear different points of view, then discuss issues and form their own views. Young people need to discuss their values with peers, and in different settings, as well as in their home and family.
—*Savoonga*

Faith communities can . . .

Help young people discuss values. Help them sort out different issues and discover the values they use to guide their actions. —*Valdez*

Talk with young people about the values of the faith.
—*Gustavus*

Study the sacred writings together for reference to "integrity." —*Anchorage*

Things like promise rings can help some youth "stay fast" to what they believe. —*Houston*

Any community member can . . .

Talk to kids about actions and choices. Gently help them clarify why they made the choices they did and if the results will benefit their future. —*Klawock*

Take notice and comment when you see someone acting with integrity. —*Golovin*

If you make a promise, keep it at all costs. Children will come to expect that your word is strong.
—*Chuathbaluk*

Encourage conversations with young people about their beliefs, community values, etc. Encourage them to stand up for their beliefs, even if it is different from their peers. —*Cordova*

Traditional ways . . .

Definition: Youth stands firm and acts on his or her beliefs, as well as respects others' beliefs.

Tell stories of Elders whose word was strong, and tell stories of how these Elders were rewarded for sticking to their words. —*Toksook Bay*

Teach youth that promises are sacred. That they should not make a promise that they will not keep. They should never be pressured into a promise, that promises come from inside. —*Togiak*

Subsistence skills directly translate to life skills. When you teach your children to hunt, to prepare the catch, to treat the catch with respect, and to share the catch, you are teaching them how to live life. The hunt teaches us to delay gratification, to persevere, to prepare, and to walk with integrity. —*Kluti-Kaah*

Asset #29. Honesty

Youth tells the truth even when it is not easy.

Parents and extended family can . . .

Build trust so your child feels safe to tell the truth. —*Anchorage*

Don't lie to your kids, even about little things. Always tell the truth. —*Fairbanks*

Help your child to be aware of the good feelings that come from being honest. —*Tenakee*

Understand that kids may lie from time to time, as part of their moral development. If they start to lie or acknowledge that they lied, praise them for being strong enough to correct their mistake. Use it as a learning experience rather than a scolding. —*Juneau*

Let your children know when you had to struggle to tell the truth to someone. Let them know if you had to back yourself out of a lie, even little white social lies. Discuss those feelings with them. —*Kotzebue*

Be an "askable parent" so that when your children are confused about something, they will look to you for advice. If the issue is honesty, help them discover the truth and help them prepare an honest response. —*Juneau*

School staff can . . .

Make "being honest" a school rule. Follow through with consequences when the rule is broken. —*Skagway*

Address lying and honesty in class meetings. —*Anchorage*

Use literature to explore honesty, from Berenstain Bears to biographies. —*Anchorage*

Make the school a trusting, comfortable place to be. It is easier to develop honesty in a caring environment. —*Noatak*

Role-play a "Truth or Consequences" game that shows how one small lie will lead to many more. Back up to replay the scenario and replace the first lie with the truth. This and other exercises will help make the abstract idea of honesty more real to students. —*Valdez*

Require all teachers and staff to be honest. —*Brevig Mission*

Faith communities can . . .

Discuss honesty with all worshipers. Help youth members explore issues of honesty as it relates to their lives. —*Anchorage*

Provide confidential counseling for people dealing with honesty and deceit issues. —*Whittier*

Study the sacred writings together for reference to honesty. —*Anchorage*

"If we don't model what we teach, then we are teaching something else."

- *Anonymous Alaskan*

Any community member can . . .

Treat honesty as a highly valued trait with the kids you are around. Share the benefits of being honest. Praise kids for being honest, especially if it was hard or if they came back to tell the truth after lying.
—Seldovia

Model honesty in your own life. Be honest and genuine with young people. *—Wrangell*

Publicly acknowledge and thank young people who have demonstrated honesty, such as returning a lost wallet to its owner. *—Anchorage*

Traditional ways . . .

Tell children the traditional stories about telling the truth. *—Mekoryuk*

Tell children to always be honest, that honest people are always admired and respected. *—Holy Cross*

Tell your children the truth about things. Help them see that honesty, while it may not get you what you want right away, is the best idea over a lifetime.
—Selawik

Have severe consequences for lying. Young people must see from the people around them that lying is not tolerated. *—Hoonah*

Asset #30. Responsibility

Youth accepts and takes personal responsibility.

Parents and extended family can . . .

Don't rescue your children if they have done something wrong. Let them accept responsibility and face the consequences. —*Glennallen*

Give your child chores, at least a few that are solely that child's responsibility. Start young and add on as the child grows. Example: Let kids have responsibility with the dogs: feeding them, handling health records, finding out about spaying, etc. —*Bethel*

When you give your children a chore to do, expect them to complete it. Praise them when they are responsible, and correct them when they are not. —*Chuathbaluk*

Give your children an allowance and let them be responsible for buying things other than necessities. —*Fairbanks*

Don't do things for your kids, even if it might be easier or quicker. Let them do things for themselves. —*Anchorage*

Model being responsible. For younger children, explain to them in concrete ways, "I can't let you have all that junk food, because part of my responsibility as your parent is to help you stay healthy." —*Fairbanks*

School staff can . . .

Have consequences for students who do not behave responsibly. Be encouraging about the student's ability to be more responsible next time. —*Klawock*

Make responsibility a part of the student handbook. —*Metlakatla*

Monitor and check, daily, student task commitment and completion. Reward successful completion daily. Praise quality. —*Craig*

Be a responsible teacher or staff person. Be a good role model. —*Anchorage*

Help students by giving them tips that help them to be responsible. Example: Keep an assignment book for homework, so it gets done correctly and on time. —*Anchorage*

Have activities students can do at school to build responsibility, for instance, garbage collection or working in the student store. —*Whittier*

Set up team projects, with individual students needing to take personal responsibility for a part for the team to be successful. —*Valdez*

Faith communities can . . .

Give young people age-appropriate responsibilities. —*Chugiak*

Encourage families to have household chores and responsibilities. —*Fairbanks*

Help young people see and act on their responsibilities within the faith community and beyond. Honor the responsible actions of youth. —*Soldotna*

Discuss responsibility as a religious concept. —*Nome*

Any community member can . . .

Give young people jobs around your house or other ways to practice being responsible. For instance, loaning them things or taking care of something of value. —*Wrangell*

Don't make jokes about youth's irresponsibility. This is a stereotype. Notice and acknowledge the responsible actions of young people. —*Angoon*

Help young people who are struggling to be responsible. Monitor their progress, encourage them, remind them of the satisfaction of completing something. —*Kodiak*

Support youth courts or other programs that help hold kids responsible for their actions in meaningful ways. —*Anchorage*

Traditional ways . . .

Teach youth to be responsible for each other and for the property of others. If something should break or wear out while it is in your possession, the youth should make things right with its owner. —*Klutt-kaah*

Teach young people to go hunting with you. The responsibility that they show with a hunt will transfer to other areas of their life. —*Elim*

Keeping the fire going or starting the stove in the morning is an important responsibility. This is something teens should learn to do.

—*Toksook Bay*

A young hunter brings home the first seal he kills to his mother. She prepares to celebrate her son's first successful seal hunt. This signals a boy's achievement of manhood and advises others that he is now ready to take on new responsibilities.

—*Toksook Bay*

Reward responsible actions. After a youth takes his first big game, he is then allowed to hunt ducks, ptarmigan, and other small game on his own.

—*Shaktoolik*

Asset #31. Restraint

Youth believes it is important not to be sexually active or to use alcohol or other drugs.

Parents and extended family can . . .

Be "askable" about sexuality, and alcohol/drug issues. Learn what you need to and get support from other adults to be able to talk openly with kids. Don't make these subjects "off limits" by being silent or uncomfortable. —*Anchorage*

Be clear about your values and the reasons behind them. Talk about behaviors and values together. Guide your teenagers to see the connections. Don't just "lay down the law" and don't expect they will see the connections on their own. —*Eagle River*

Help teach kids about healthy relationships. Wanting healthy relationships will help them resist drugs and sexual involvement. —*Fort Yukon*

Notice how people in your family relate to each other. Do you show healthy, non-sexual affection? Do you respect each other's physical boundaries? Do you encourage friendship over romance? Do you model restraint in other areas of your life? —*Juneau*

Explain that teens can make choices about sex, drugs, and alcohol when they are grown up. Explain that their minds and bodies are not ready now to make such important decisions. —*Elim*

Expect to have many conversations with your children about sex, STDs, alcohol, and drugs. Don't depend on one "big talk." —*Fairbanks*

Encourage your teenager to make a commitment to abstain from sex and using alcohol until he or she is 21 (or married). A commitment ring can be a helpful reminder and symbol of their promise. —*Kenai*

129

Help young people realize that if they have already experimented with sex or alcohol or drugs, they can change their behavior anytime and feel very proud. —*Anchorage*

School staff can . . .

Create a school climate where peer pressure is reduced and youth are encouraged to stand up to the pressure and be their own person. —*Eagle River*

Have a strong comprehensive school health education program instead of depending on lots of different presentations and short lessons on various topics. —*Soldotna*

Have opportunities for students to discuss these issues with each other. Give many opportunities for *skill-building* exercises. Use peers to teach other students factual information and skills, as well as to explore the benefits of restraint. —*Klawock*

Make restraint an expected behavior, noted in the school handbook. —*Juneau*

In your health curriculum, make sure that abstinence is the central message when discussing sexual activity issues. Use programs such as "Postponing Sexual Involvement" or "Reducing the Risk." —*Fairbanks*

Help parents address these issues with their kids. Offer materials, workshops, and individuals as resources to parents. —*Sitka*

Use several methods to teach about risk behaviors, including drama, literature, and writing. Integrate health topics into other subjects, giving students a deeper understanding of the issues. —*Juneau*

Faith communities can . . .

Offer workshops or consultation to help parents and young people discuss the topic of restraint comfortably. — *Nenana*

Help people explore the sacred writings for guidance in the area of restraint. —*Palmer*

Stay open and caring to young people who you know have had sex or used drugs/alcohol. Forgiveness and understanding is far better for everyone than casting them aside as unworthy. —*Valdez*

Use "True Love Waits" and "Let's Talk" programs to reinforce the abstinence message. —*Eagle River*

Suggest young people make a personal commitment to abstain from sex, drugs, and alcohol as a teenager. Host commitment ceremonies. Suggest ways parents and other teens can support young people in carrying out their commitment. —*Anchorage*

Any community member can . . .

Set an example with your own behavior, especially when around other young people. —*North Pole*

Be open with teenagers. Become friends with them and let them know you are there to listen to them, anytime. That way, when they need some advice or a good listener, they'll talk with you. —*Kluti-Kaah*

Work with youth in structured settings. Listen to their ideas about risk behaviors and prevention. Get involved with youth groups doing peer education. Publically support them and offer to help with program needs. —*Craig*

Work with others to provide alternatives to sex, drugs, and alcohol in your community. —*Tatitlek*

Support your school district teaching about health issues. Help keep public discussions about health education factual and rational, so people can be truly informed when they form an opinion. —*Wasilla*

Traditional ways . . .

Teach your children what it means to be a woman or a man. The qasgiq is the place for teaching young men the way of life. —*Toksook Bay*

Teach children traditional skills such as hunting, food preparation, reindeer herding, sewing, or crafts. Involve them in these activities. —*Togiak*

Help your children learn their Native language. This way they can talk with the Elders in their Native language. This helps to keep hope alive throughout the community. —*Hoonah*

Asset #32. Planning and decision-making skills

Youth has skill to plan ahead and make choices.

Parents and extended family can . . .

Have a family calendar, and use it to model planning family activities. Prioritize things like extra-curricular activities, so you can teach your children about balancing time. —*Anchorage*

Give your children choices rather than telling them what to do. Let them experience making decisions in age-appropriate ways. Help them evaluate the outcome of their plans and decisions. —*Seldovia*

Parents and children together should come up with the rules and expectations of the household. —*Shishmaref*

Have teens in your family plan a camping or snow-machine trip. Guide their planning with questions like, "Why did you decide that?" and "How would you deal with...?" —*Unalakleet*

Give children an allowance, and let them decide how to spend their own money. (Don't bail them out if they regret a spending decision!) Suggest a separate piggie bank for spending and savings. Have them choose something special to save for, and let them decide how much of their money goes in each bank. —*Palmer*

Teach decision-making skills to your children. It helps to "think out loud" when you are making a decision, so your children can learn how you think through a decision. Also, explain your reasons for your decisions, so kids understand what factors you consider when deciding things. —*Eagle River*

School staff can . . .

Teach students the planning process, and give them assignments that require them to plan. Example: the A PIE technique (Assess, Plan, Implement, and Evaluate). —*Kotzebue*

Work with students to develop a career or life plan. Help them identify the steps toward reaching that plan. —*Fort Richardson*

Put the kids in charge of their activities, like fund raisers, dances, and student conferences. Advise them without taking over. —*Minto*

Involve students in establishing the classroom rules and consequences, and in making decisions that affect the whole school. —*Cube Cove*

Faith communities can . . .

Let youth members plan things. Help them without doing it for them. —*Teller*

Have youth representatives on decision-making committees that they are interested in. —*Anchorage*

Talk about the connection between the decisions and plans people make and the underlying principles of your faith. —*Sitka*

Any community member can . . .

Plant a garden with a child. Use the process to illustrate planning, staying involved with the plan, and celebrating the outcome. —*Klawock*

Mentor a child, especially one who needs help with planning and decision-making. Do things with the child that help show and use those skills. Examples: plan a kayak trip or save for and go to Anchorage for a weekend. —*Homer*

Read biographies of people. Share their stories with others, especially youth. Usually, the characters in the book offer role modeling—positive or negative—that can demonstrate decision-making skills.
—*Juneau*

Play games that require strategy and planning with kids. —*Wrangell*

Traditional ways . . .

Have Elders teach school kids survival skills for all seasons. Have them explain how and why certain decisions are made. —*Togiak*

Teach your child to prepare and plan for the hunt. Teach them what, when, and how to get ready.
—*Glennallen*

The Potlatch ceremony takes a great deal of planning and saving, sometimes years in advance. This requires a family to see the big picture and slowly prepare for the future. —*Hoonah*

Pick berries for special events. You have to plan ahead and put these berries up for special occasions.
—*Chuathbaluk*

Stories can illustrate the importance of making sure your decisions will help you in the future. Years ago, when we used to travel the trade trails of Alaska, we had to carefully plan our trip. We would put a great deal of quality into the goods that we would trade, to ensure that we'd get top trade value for them. And because we'd carry the goods so far, we wanted to make sure that the goods we carried were worth carrying. —*Kluti-Kaah*

Asset #33. Interpersonal skills

Youth has empathy, sensitivity, and friendship skills.

Parents and extended family can . . .

Treat your children the way you would like to see them treating others. —*Wrangell*

Think out loud when you consider your child's feelings or the feelings of others. Example: when you are deciding what type of present to give someone. Children cannot read minds, and this will help them see and learn the thinking and feeling that goes into having empathy for others. —*Juneau*

Include many different people as visitors in your home and among your family's circle of friends. Encourage your children to get to know different types of people, and let them "live sensitivity." —*Valdez*

Help children look at their own friendships, at what they and others *do* to make a good friendship. Comment, sometimes, when you see them showing (or not showing) good relationship skills. —*Juneau*

Use "teachable moments" to talk with your children about empathy and sensitivity. Share your own experiences. Make things personal and concrete. —*Wasilla*

Read a moving story or watch an inspiring movie as a family. Cry together sometimes—it opens up the heart and fosters sensitivity. —*Whittier*

Take your children to visit others, then talk about their experience. Example: Visit a senior at the Pioneer Home. Give out cookies, sing songs, or just visit. —*Palmer*

School staff can . . .

Have students discuss situations where empathy, sensitivity, and friendship skills are important. Help students explore how lives would be different without these qualities. —*Klawock*

Have regular class meetings. They are a great place to practice relationship skills. —*Valdez*

Have activities across the curriculum that help students to empathize. Read biographies. Discuss events like the wars or segregation in personal terms. Learn about scientists as people, not just their theories. —*Juneau*

Use small group work or "family groups" to give students practice working and being with others. Check in with groups regularly, and advise them as needed. —*Craig*

When a youth is injured at school, allow them to show their pain. Research shows that children who are taught to deny their own pain are more likely to deny others' pain. —*Homer*

Faith communities can . . .

Treat everyone with dignity and sensitivity. —*Ketchikan*

Seek out young people to interact with so they can practice their social skills. —*Anchorage*

Give youth opportunities to mix with different people, appreciate differences, and build respectful relationships. —*Valdez*

Any community member can . . .

Get acquainted with a young person in your community. Speak to them directly. Ask them how things are going in their life. Smile. —*Unalaska*

Be a good friend. Share your friends with young people. Talk with young people about your friendships. —*Wrangell*

Be a mentor, formally or informally, for a person who needs help with relationship skills. This might be especially important if you know a bully or someone being bullied. —*Anchorage*

Traditional ways . . .

Birthdays enhance our social skills. People learn the subtle art of interacting, being positive, laughing, and learning hope from the words of the hopeful people around them. —*Shishmaref*

When you take kids sledding, teach them to respect other kids' feelings. This could help them develop a sensitivity for the feelings and needs of others. —*Chuathbaluk*

An Elder watched the players of a winning boys basketball team taunt the losing team. The Elder found this behavior ugly and during a time-out, he walked to their huddle and asked the team to remain humble. The boys changed their behavior immediately. The Elder took the time to teach the youth a valuable lesson. —*Elim*

Take the time to bead, sew, and spend time with the kids. While you are doing these things, make sure that you listen to the youth, and tell them some stories of who they are and where they come from. Show kindness and sensitivity. A sewing circle is much more than sewing, it is the exchange of culture, ideas, and a place to make life long friendships. —*Ambler*

Asset #34. Cultural competence

Youth knows and is comfortable with people of different cultural, racial, and ethnic backgrounds.

Parents and extended family can . . .

Show tolerance and respect for diversity. Have this be a standard of behavior for your kids. —*Palmer*

Travel with your family to introduce your children to different people, places, and cultures. —*Valdez*

Keep lots of reading material and videos about different countries, different cultures. —*Klawock*

Treat your own children with tolerance. Try to understand their perspective. They will understand it and treat others the same way. —*Bethel*

Work together with your child on cultural activities, such as sewing their own regalia for the '98 Celebration. —*Wrangell*

Use stories in the media to talk about the gifts offered to us from each culture, as well as the harm that comes from prejudice. —*Ketchikan*

School staff can . . .

Deal with negative behaviors and intolerant actions. Discuss concepts of uniqueness, individuality, stereotypes, and prejudice. —*Klawock*

Teach about other cultures and languages. Make contact and build friendships with people from other countries through letter-writing or the Internet. —*Anchorage*

Sponsor a multi-cultural fair. Have guest speakers. Show different dances, food, arts, dress, etc. —*Craig*

Choose an empathetic movie. Watch it, discuss it, and do activities that put the students into the other person's shoes. —*Valdez*

Include respect and courtesy in the student handbook as expected behaviors. Reinforce this. Honor kids (and staff) who demonstrate it consistently. Discipline those who put down others. —*Fairbanks*

Develop lessons around the gifts different cultures have given. Discuss how "cultural borrowing" has allowed the human race to evolve. Illustrate this idea with a bulletin board. —*Anchorage*

Faith communities can . . .

Offer citizenship classes. Participants could give presentations to share information about their own country with others. —*Kenai*

Invite people from other cultures or ethnic groups to speak to your congregation. —*Craig*

Give people opportunities to do meaningful things with individuals and groups from other races, ethnic groups, and religions. —*Valdez*

Any community member can . . .

Never make fun of people who don't speak English. —*Shaktoolik*

Participate in and support ethnic events happening in your area, like the Filipino community fund-raisers. —*Juneau*

Form relationships with people of different ethnic backgrounds than your own. —*Anchorage*

Show respect for others in all your interactions. —*Kodiak*

Help young people find ways to share their culture and lifestyle with visitors to the area, like the kids acting as tour guides at fish camps. —*Kotzebue*

Traditional ways . . .

Definition: Youth has knowledge of own and other cultures, and feels comfortable with people from other backgrounds.

Tell your children the stories of where they come from. Tell them their family histories, the stories of hardships on the land, their recent histories. Tell them of the strengths of their heritage, the power of the people, and the values that you live by. Help the young person develop a set of values that they will use to guide their lives. —*Shishmaref*

Teach Native language classes. Tape the language from Elders and then students can work with their parents to learn their language. —*King Salmon*

Write songs for the kids to sing in their native language. This way kids learn new songs that are relevant to them. —*Toksook Bay*

Native students need culturally relevant material in their classroom in order for them to learn about their culture. They must be taught their language and have a strong sense of cultural history: a knowledge of their environment, the animals and birds, weather predictions, and the legends pertaining to their region. —*Unalakleet*

Involve kids in making a scrapbook about their village. Have them take and collect photos or use computers to produce a homepage. Small kids can do drawings. —*Iguigig*

Subsistence skills directly translate to life skills. When you teach your children to hunt, to prepare the catch, to treat the catch with respect, and to share the catch, you are teaching them how to live life. The hunt teaches us to delay gratification, to persevere, to prepare, and to walk with integrity.

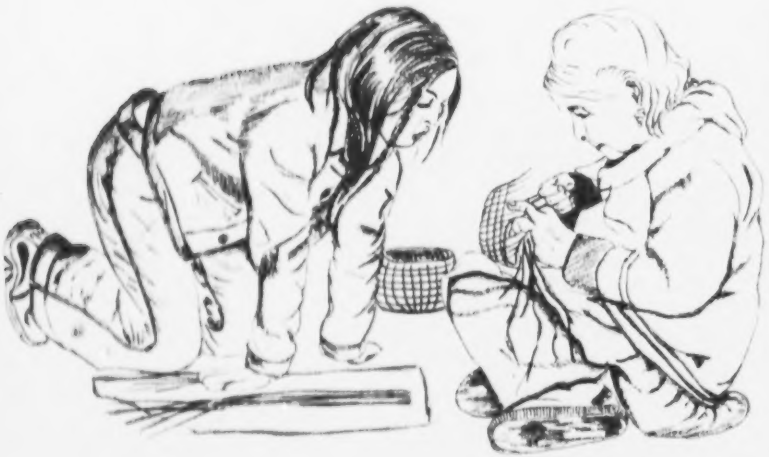
—*Klutt-Kaah*

Sewing or beading circles are places where we support each other and learn from each other, almost accidentally, just because we are in each other's spaces, and lives.

—*Elim*

You learn culture not from a book, but by being around it, by living in it, every day. That is why we need Elders and youth talking to each other. The Elders help us learn how to look at what is around us.

—*Shishmaref*



Asset #35. Resistance skills

Youth can resist negative peer pressure and dangerous community influences.

Parents and extended family can . . .

Model a clean, sober life for your children. Practice saying "No" to things yourself, and talk with your kids about why you resist things and how you resist things when you need to. —*Wrangell*

Help your kids figure out some useful "lines" if they ever need to use one. Example: "Maybe everyone else is doing it, but I still make up my own mind about things." —*Tok*

Make peer pressure a comfortable topic to discuss, not a lecture. Share personal experiences. Talk about feelings. Let kids share their views and ask questions—especially about what is "normal." —*Craig*

Discuss the difference between what someone does and what someone is. Then if kids see a friend doing something wrong, they can resist going along with the behavior just because it's a friend. —*North Pole*

Practice with your children *how* to resist peer pressure. Brothers, sisters, and cousins can practice together. Have them take turns coaching each other. —*Anchorage*

Teach different ways of handling peer pressure, such as ignoring the person, laughing it off, leaving, using a line, and getting someone to help. Teach the definitions of "passive," "aggressive," and "assertive." Help children learn assertiveness skills. —*Angoon*

School staff can . . .

Give students many opportunities to talk with each other about peer pressure, and to practice refusal skills. —*Elim*

Use "teachable moments" in the classroom or on school grounds, when a person has resisted or not resisted peer pressure. Discuss ideas for other ways the pressure could have been dealt with. —*Juneau*

Have a skills-based health education program in place, with trained teachers able to help kids learn refusal skills. —*Wasilla*

Teach the definitions of "passive," "aggressive," and "assertive." Help children learn assertiveness skills. Help parents learn the distinction and reinforce assertiveness skills at home. —*Angoon*

"Concern should drive us into action and not into a depression."
- *Karen Horney*

Faith communities can . . .

In youth programs, talk about peer pressure. Rehearse many different ways to resist it. No one way works for everyone. —*Haines*

Help young people learn ways their faith can help them when they recognize a need to resist something. —*Akutan*

BEST COPY AVAILABLE

Any community member can . . .

If you notice kids pressuring each other, stand up for the ones who are trying to resist the pressure. Support that youth later, too. Let him or her know you understand how strong peer pressure can be, but you believe he or she can stand up to it again if needed. Help other young people learn how to intervene like this too. —*Juneau*

Let kids see you say "No" to things. If appropriate, let them know why you resisted or where you got the strength to resist. —*Anchorage*

Let young people know the consequences of their behaviors. This is not meant to scare, but to support the youth's decision to resist temptation. —*Elim*

Talk about pressures with kids you know well. Ask them about their experiences with feeling pressured to do something. Brainstorm one-liners with them, and help them practice saying "No." —*Glennallen*

Traditional ways . . .

Teach the subsistence skills. Young people will learn that resistance is an important part of being a successful hunter and providing things for the community. —*Lower Kalskag*

Listen to stories from the Elders about how they had to be strong and resist things. They have many stories about what happens when a person doesn't resist the pressure to do something. —*Sleetmute*

Asset #36. Resolves conflict peacefully

Youth seeks to resolve conflict without violence.

Parents and extended family can . . .

ALWAYS role model non-violence. Take a time-out when you are very angry so that you do not act violently. —*Ketchikan*

Use time-outs instead of spanking. Teach kids we all need a cooling off time sometimes, and that as they grow up, they learn how to give themselves a time-out when needed. Teach your kids it's OK to be angry, as long as you can take it out in acceptable ways, like exercising. —*Fairbanks*

Teach the definitions of "passive," "aggressive," and "assertive." Help children learn assertiveness skills and other ways to reduce conflict, like humor. —*Angoon*

Talk with family members about caring, courage, forgiveness, justice, and unity. Discuss what these values mean for choosing how we handle conflict. —*Wrangell*

When your children have a conflict, guide them through resolving it. Don't just separate the children or decide the solution yourself. Help them stop, define the conflict to each other with respectful language, brainstorm ways to resolve it, choose a solution that is agreeable to both parties, and move on. —*Chugiak*

Have consequences for violent behavior, and enforce the consequences. —*Tatitlek*

School staff can . . .

Don't tolerate bullying. Work with both the bullies and the kids who tend to be bullied, uncovering the issues that allow them to be in those roles.
—*North Pole*

Work with those kids that have a severe problem with anger management to get them help.
—*Metlakatla*

Help students learn assertiveness skills. Help parents learn and reinforce assertiveness skills at home. —*Angoon*

Use class meetings to address issues of conflict and anger management. Help students practice problem-solving and assertiveness, and get positive reinforcement from peers. —*Anchorage*

Have a conflict resolution curriculum and/or peer mediation program in place. —*Juneau*

Find meaningful ways for students to celebrate "Peaceful Solutions Week" each year. —*Palmer*

Faith communities can . . .

Consider training a team of young people in conflict mediation and having them help others with conflict.
—*Craig*

Make peace, unity, and conflict resolution a topic of teaching and discussion. Teach how these relate to your religious beliefs. —*Kenai*

147

Any community member can . . .

If children are having a disagreement, rather than stepping in to solve the problem for them, help them understand the steps to solve the problem themselves.
—*Chuathbaluk*

Support and honor kids who try to resolve conflict peacefully. —*St. Paul*

Get involved in community efforts to address conflict and violence. —*Wasilla*

Make conflict resolution a part of your conversations with youth. Discuss the why's and how's and the feelings associated with different ways of dealing with conflict. —*Valdez*

Traditional ways . . .

Teach the traditional values of our culture. It includes cooperation and sharing and unity. Our culture depends on people working things out without violence. —*Aniak*

Asset #37. Personal power

Youth feels in control over "many things that happen to me."

Parents and extended family can . . .

Speak about ways your own life has unfolded because of the choices you have made. Talk about the positive and negative choices and lessons learned. Talk about things you did not have control over, too. —*Anchorage*

Give your child age-appropriate tasks to complete. This way your child can learn that he can accomplish things and be more likely to try new things later. —*Hoonah*

Whenever you can safely give your child a choice, do so. Let your kids experience the rewards and punishments for things that they had a role in making happen. —*Northway*

With your children, make up a safety plan that each one can do without the help of an adult in case of an emergency. —*Juneau*

Honor your child's personal boundaries, so they learn they have control over their body. Teach them about personal safety, including practicing different ways of handling exploitive situations. —*Barrow*

School staff can . . .

Discuss personal safety with students. Brainstorm possible dangerous situations and ways to deal with them. Examples: fire; earthquake; being at a party and someone pulls a gun; babysitting and parents arrive home drunk or violent; a family member being drunk or violent. —*Nikiski*

When students have done something wrong, tell them, "You can choose to make things better, or you can choose to make them worse." Help them recognize they have the power to fix a situation. —*Sitka*

Talk about students' power and control over simple things like staying focused, trying, and listening. Praise them when they demonstrate this power. —*Palmer*

Have students identify a simple goal. Have them determine steps for achieving the goal, and show a weekly commitment to doing something toward their goal. —*Anchorage*

Have support groups around issues you recognize a number of kids need, like the "Kids are People" program. For those kids who have emotional problems that affect their control, seek professional help for them. —*Houston*

Faith communities can . . .

Involve young people in many activities. Give them meaningful ways to make a difference. —*Petersberg*

Whenever possible, let youth members choose how they get involved. —*Anchorage*

Give kids opportunities to discuss different situations they might be in, and explore what they have control over, and how they can exercise the control they have. —*Kenai*

Explore the sacred writings for references to personal control. Help young people make connections between the writings and their own lives. —*Anchorage*

Any community member can . . .

Demonstrate personal control for young people. Let young people see how you use your talents and skills to try to keep a balanced life. —*Wasilla*

Ask kids what they think about things. Let them know you value their judgement. Ask for their help with problems you are working through. Show them that you use their advice. —*Chevak*

Share with young people your heroes or book characters and tie in ways they demonstrated power over events in their lives. Examples: Anne Frank, Helen Keller, Martin Luther King, Bill Cosby, and Magic Johnson. —*Seldovia*

Traditional ways . . .

Expect your child to do things that you know he or she can do. For instance, when he is able to hunt big game on his own, let him. If you taught him right, there will be no danger. —*Kiana*

Have Elders and experts teach survival skills for all seasons. Learn how to eat from the land. —*Togiak*

A young boy collects rocks as he walks with his grandmother. He has his own purpose for these rocks. Although they were heavy, Grandma supported the carrying of these rocks because they were ammunition for ptarmigan. This boy was hunting. He saw the bird, and began throwing the rocks, all of them. He missed, used up all his rocks, and took off his hip waders to throw. This young boy learned that he could control some things and not everything. He also learned that some days you have bad hunting days and sometimes you have good days.
—*Toksook Bay*

Asset #38. Self-esteem

Youth reports having high self-esteem

Parents and extended family can . . .

Treat your kids with kindness and respect.
—*Chuathbaluk*

Do positive "referential speaking." When on the phone or in a room having a conversation with someone else, mention something good about your child, even if your child doesn't seem to be listening. He or she will notice what you said, and it will be more powerful than if you said it directly to her.
—*Wasilla*

Help kids take risks. Encourage them. Problem solve and help them through the things that don't go well. Celebrate their growth whether or not they achieve. —*Fairbanks*

Spend time with your children. Show them that they are important enough to you that you put aside important tasks and events to be with them.—*Craig*

See each of your children as individuals, and never compare the abilities of one to another.—*Glennallen*

Separate the behavior from the child when you discipline. Be hard on the issue but soft on the person.
—*Anchorage*

Always look for things your child is doing well, and compliment them . . . even and especially for the little things. Replace criticism with encouragement, so even when they "messed up" they hear that you believe in them and know they can do better.
—*Eagle River*

Give your children many things to try. Find their gifts! —*Saxman*

School staff can . . .

Set high expectations of students, and then celebrate their achievements. Believe in what they can do. —*Palmer*

Grade carefully, offering affirmations for good work, encouragement with less than good work. Specific comments are more affirming than general ones. —*Fairbanks*

Always be aware of the strengths and improvements in students, and give compliments freely—in the classroom, lunch area, anywhere. —*Gustavus*

Give students assignments that will help them discover their talents and allow a lot of self-expression. —*Angoon*

Try to involve every child in class discussions and projects. Make sure no one becomes a wall flower or a lost soul. —*Nome*

Use class meetings to compliment each other, have students notice positive things in their peers, and receive peer recognition for the things they do well. —*Anchorage*

Build a climbing wall, and have a program for students to learn climbing. It will help teach self-confidence as well as build self-esteem. —*Palmer*

Faith communities can . . .

Tap into the talents of your youth, and find ways to let them use their talents. Publically recognize achievements of young people. —*Nenana*

Make self esteem a topic of focus, especially for groups of parents. Offer workshops or bring in inspirational speakers to remind people of this basic need of everyone. —*Bethel*

Any community member can . . .

Be open with others. Take the time to have conversations with kids. Show that you like being around them. —*Kotzebue*

Volunteer to help in youth activities. Coach or help with sports, creative groups, or any youth activity. —*Wrangell*

Always encourage kids, whether it's at school or home, that they are doing a good job. Notice the positive. Always give praise. —*Hydaburg*

Really listen to kids. Give them your full attention, and focus on listening. —*New Stuyahok*

Traditional ways . . .

Definition: Youth feels a connection to family and culture and has knowledge and pride of customs and traditional ways.

Teach your children who they are and to be proud of who they are because of their parents and grandparents. Let them know about their background.
—*Gakona*

Find something you like to do and practice it so you get better at it, like beading or sewing or carving.
—*St. Mary's*

Take children on trips to visit other family members.
—*Toksook Bay*

Give praise to kids from infancy. —*Hooper Bay*

Research and role-play your cultural history.
—*Holy Cross*

The first of seal hunt is celebrated by everyone with a seal party. The seal is cut up and shared throughout the village. It makes a young man happy and proud to feed the people of his community.
—*Toksook Bay*

Dads, spend time with kids, especially sons and nephews without fathers. Uncles are a great source of self-esteem for boys. —*Elim*

Native corporations and tribe could gather and document the local history and genealogy. —*Ambler*

Strengthen community identity. Everyone knows each other. We look out for each other. We help each other. We share food. The community raises children, not just immediate family. —*Gamble*

Asset #39. Sense of purpose

Youth reports that "my life has a purpose."

Parents and extended family can . . .

Remind your children often that they were created for a reason and have a purpose to fulfill.
—*North Pole*

Speak often of the future, and of the ways your children can brighten it. Have them share their own personal goals often. —*Wasilla*

Talk with your child about his or her career plans. Support your children's chosen direction in life, even if it isn't one you might have had in mind. If they chose it with care, it isn't up to parents to be bursting bubbles. —*Tenakee*

Give your children roles in family activities, celebrations, and major decisions. This shows them that they are important contributors to the family system.
—*Elim*

Discuss current events with your children, and talk about ways we each can help solve the problems of the day. —*Fairbanks*

Do not meter out love based on a child's performance. Be firm, stern, but kind. Love your child no matter what. —*Wrangell*

School staff can . . .

Make it a staff goal to find the special talents in every student. —*Juneau*

Include assignments that have students dream and create a future for themselves. —*Little Diomede*

157

Give students many opportunities to listen to heros and role models from the community. Have these people talk about their own sense of purpose in life, and reinforce that everyone has a purpose.
—*Klawock*

Help students see how what they are doing right now, as a student, will affect their future. Help them see that their life right now has purpose.
—*Kiana*

Have career days, to let students learn about different occupations and get excited about choosing a career path. Offer a "job assessment" survey to each young person to find out what occupations their natural talents lead them toward. —*Kwethluk*

Faith communities can . . .

Help young people make a connection between their faith and having a purpose in life. —*St. Michael*

Celebrate the talents and contributions young people bring. Recognize their gifts and speak to their potential. —*Kenai*

Any community member can . . .

Recognize and praise the achievements and promises of children in the community. —*Craig*

Be a mentor to a child, especially one who may not have a strong sense of purpose in life. Remind them in many ways of their importance, and help them discover ways they make a difference in the world.
—*Seward*

Talk to individual kids about their dreams, ways they see themselves fulfilling some purpose. Encourage them with their goals. —*Fairbanks*

153

Traditional ways . . .

The naming ceremony. Carrying on the name and the best traits of the person who died. This gives the child who has received the name a sense of identity because life goes on and the name is carried on.

—Elim

One Elder remembers having a purpose because he was raised by a blind grandfather. He helped his grandfather drag logs for miles to sell to teachers for fuel. He fished and sold logs to make money. He remembers having maktak on the beach when they took a whale. He remembers the caribou hunts and that they were plentiful. He remembers cutting grass that was put through the gills of the herring and he'd string them up on racks to dry. He always had important things to do, he was always needed, and he felt cared for and loved. *—Elim*

Asset #40. Positive view of personal future

Youth is optimistic about own personal future.

Parents and extended family can . . .

Talk to your children about what they want to be when they grow up. Encourage them to look forward to things that might be happening in the near future (vacation, school, etc.) —*Anchorage*

Tell your children that you believe in them and their ability to do all in life that they choose. Help them set goals and work toward their dreams.
—*Lower Kalskag*

Discuss news programs and papers and current events at home, putting in perspective that all news is not bad—balancing the good that goes on and the positive possibilities in the future. —*Valdez*

Be positive. If you are feeling good about your life and your future, even through hard times, then your children will adopt that same attitude. —*Juneau*

Celebrate the little things in life, so your children get used to looking for and finding the little things to be grateful for. —*Sitka*

Make plans with your children. Tell them what you will do together at summer camp. Talk about how you will cut fish together, swim, and take walks on the beach. Then make sure that you do those things when summer comes around. —*Kodiak*

School staff can . . .

Offer a safe, caring environment for students who are struggling to meet scholastic goals. Be flexible and have alternatives for students whose abilities may not "fit the mold" of the standard. —*Wrangell*

Remind students of the positive things they can do. Nurture their talents and discuss future plans. Nourish the dreams! —*Craig*

Help students with short- and long-term goal setting. Help them explore different things to do in the future, to discover sparks of interest and talent. —*Valdez*

Support programs like "School-to-Work" and "Junior Achievement." These programs help students make a difference now, get recognized for it, and build their future. —*Seward*

Invite positive people, successful people, and people who have overcome difficulties into the school. Give the students the chance to be around people like themselves who are doing well in life. —*Fairbanks*

Put together a full-day career fair and introduce students to hundreds of options that are available to them, like college, voc. tech., subsistence, army, etc. The more options we can help kids learn about, the more hope they will have for their futures! —*Kotzebue*

Faith communities can . . .

Help young people understand their future in terms of fulfilling the promise of their faith. —*Nome*

Give young people many chances to share their own hopes and dreams with others. Give them encouragement. —*Barrow*

Any community member can . . .

Remind people of the powerful brain that God gave them to use. They can accomplish whatever they really want to do in life. They must be willing to work and put their heart into it. They cannot let anyone tell them different. —*Angoon*

Help create realistic paths toward their dreams. If there are obstacles, help to look at ways around them. —*Noatak*

Support decisions young people make on their own. Show your confidence in their ability to successfully—raise a child, finish school, and stay away from alcohol. —*Fairbanks*

Share your own goals with kids, and invite them to share theirs with you. Encourage them with their dreams. —*Emmonak*

Show total optimism of kids' futures. Refuse to put a lid on any child's future. —*Ketchikan*

Traditional ways . . .

By drying fish, you are telling your family that we will have food for another whole year. That gives them hope for the whole year. —*Chuathbaluk*

The traditional Potlatch allows a family to heal from losing a loved one. After the grieving songs, we sing happy songs. The celebration lasts all night long. After the community party, we then have our own party. After this process, we then get along with our own lives. We lost a loved one, but we understand that life is full of meaning. —*Copper Center*

Like my grandma used to say, "You will always be young of heart and never stop learning. While your body may grow old, your mind will stay young." By remembering these thoughts, we keep a positive view of the future. —*Shishmaref*

Ideas For Teens

Adults have the responsibility for giving young people the relationships, resources, and opportunities that they need. But ***adults can only provide young people with a set of keys; as a teen, you have to use the keys to open the doors***. And like adults, you are responsible for your own life and must work to build your own assets. Once in place, they will serve you the rest of your life.

Also, as a teenager, you are a part of a family, an extended family, a peer group, the community, and probably a faith community. By building assets in the people in these groups, an interesting thing happens: you build assets in yourself, too!

Asset building is not what you do to people or for people–it's what you do *with* people. The ideas offered in this section have come from teens living all over Alaska. They should give you and your friends a chance to think about ways to increase the number of assets in your own life and in the lives of others.

Some ideas in this section won't seem to "fit" with your life or situation. You don't need to try every example, but choose the ones that have to do with the assets you feel you need to strengthen most. If you have spent some time with the "Checklist for Teens," found on page 24, you will have a better idea of where to focus. Keep in mind that most of the ideas will build several other assets, too.

If one idea doesn't seem right, try another. You may also talk with your friends and come up with other ways to build more assets into your life. The point is to know what you are aiming for, trust yourself, and take action.

SUPPORT

Assets 1 - 6

Be around adults. Listen to their stories. Get to know them. Talk about things important to you. If you don't get support from your family, think of adults you know at the school, teen center, church, or community center. Get to know them.
—*Valdez*

Try to really listen to your parents and other adults. Don't expect to always agree; just listen and be open. —*Glennallen*

Tell your family about your school day. Share the good and the bad. Involve them in some of your homework. —*Nome*

Get involved in some activity at school. It doesn't matter what—just something that interests you. —*Elim*

Become a peer mediator at school. Consider working with others to set up a Youth Court or other ways of involving youth in dealing with conflict and safety issues. —*Anchorage*

Pay attention to people. Reach out to classmates in need: Sit by them, let them know you care, listen if they want to talk. Share your thoughts. —*Gakona*

Help new students feel welcome and comfortable in your class, school, church, and other groups. —*Tok*

Attend your brothers' and sisters' special events. Get involved in what they are doing. Take interest in their life. —*Hoonah*

Introduce yourself to neighbors. Introduce other neighbor kids to each other and to adults. —*Whittier*

Treat your family members, class mates, and others the way you want them to treat you. —*Shaktoolik*

EMPOWERMENT

Assets 7 - 10

Help your fellow community members work on a community project or school activity. —*Craig*

Get involved in community councils or Elder/IRA meetings. Share your thoughts and concerns about the community. —*Bethel*

Give presentations to groups like Rotary or Lions about topics that are important to you, or information you have that would interest them. —*Wasilla*

Build on the positive things that are in your life. Do you have a skill or interest that you could offer to teach others? — *Napaskiak*

Organize student conferences, speak-out forums, "youth summits," or health fairs. Become a teen trainer in programs like "RARE-T," "Heros," and "SADD." —*Anchorage*

Listen to the stories of the Elders. How were youth empowered in their day? How does the story relate to your life today? —*Shishmaref*

Find ways to serve others. You might get involved in an organization that helps others, especially one that involves youth, such as Youth Court. Become a peer helper in school, or volunteer to work with or tutor young children. —*Fairbanks*

Do you have safety concerns in your home, school, or community? Get together with others to work on solutions. —*Hoonah*

Babysit. While taking care of children, look for ways to be positively involved with them. Challenge yourself to keep the TV off while you are with them. —*Juneau*

Help the Elders of your community with their chores and daily living needs. —*Toksook Bay*

Be good role models in the community. —*Elim*

BOUNDARIES AND EXPECTATIONS

Assets 11 - 16

Discuss your family's rules with your parents. Work with them to create rules that you can agree to and respect. Show younger brothers and sisters that you follow the rules.
—Ketchikan

Take responsibility for your actions. If you break a rule, acknowledge it. *—Ambler*

Do what you know is right, even if your friends want to do differently. *—Anchorage*

Know the rules of your community and follow them. If you don't like a rule, work to change it—rather than just break it.
—Cordova

Notice the people in your community. Think about what type of adult you want to be and follow the example of the adults you most admire and respect. *—Holy Cross*

Challenge yourself and your peers to do well. *—Sitka*

If you notice problems with rules and consequences at your school, get a group together to work on it. You'll need to define the problems, and suggest ideas for rules and consequences that will address them. *—Glennallen*

Be a positive role model in your group of friends and peers.
—Fort Yukon

Let your friends know when they do something that disappoints you, or when you think they aren't trying their hardest or being their best. *—Kenai*

Work hard and show others when your hard work pays off.
—Kodiak

CONSTRUCTIVE USE OF TIME

Assets #17 - 20

Find out what interests you. Try different things, even if you feel awkward at first. —*Fairbanks*

Choose an instrument—any instrument—and learn to play it, from a book or teacher. Invite friends to learn an instrument too. Have jam sessions. —*Valdez*

Get involved in at least one club or team or creative activity outside of school. Invite a friend to join you. —*Klawock*

Organize a club of your own around an interest or activity you enjoy. —*Juneau*

Explore different religions and faith communities to find one that "fits" for you. —*Anchorage*

Participate in the youth group at your faith community. Attend a religious camp or retreat for young people. —*Palmer*

Before you drop out of your faith or religion, talk to leaders there to explain why you don't find it useful or comfortable. If they are willing to work with you and other youth to address your concerns, stay involved. —*Wrangell*

Challenge yourself to speak about your beliefs and values to others. Join the debate team, Youth Court, school government, or community council meetings. Talk to adults about what is important to you, too. —*Anchorage*

Help coach younger kids in sports like basketball, soccer, or track. —*Yakutat*

Start up a business like a coffee house or music store. —*Nome*

Listen to the stories of Elders. What activities were they involved in during their youth? How did they spend their time? How do their stories relate to your life today? —*Shishmaref*

COMMITMENT TO LEARNING

Assets #21 - 25

If a teacher or subject bores you, what can you do to make that subject more interesting and meaningful to you? Talk to your teacher; maybe you can do some learning activities that will be more in line with your interests. —*Shaktoolik*

If you are tempted to drop out of school, first make a plan for what you are going to do the rest of your life without getting a high school diploma. Show this plan to someone you respect and get their feedback. —*Shishmaref*

If you think the homework is just busy work, then ask for something more. —*Angoon*

Make a promise to yourself and schedule a time each evening to work on your homework. No matter what you are doing, stick to your promise. —*Anchorage*

Offer to help younger kids with homework. —*Chugiak*

Read one good book or favorite magazine each month. Join a reading group, where you talk about what you read with others. —*Soldotna*

Give books to people for presents. —*Fairbanks*

Share good books with your friends. —*St. Paul*

Talk to your teacher often to find out how you're doing and to give them any ideas you have for keeping the class going well. —*Pilot Station*

Ask someone you admire what education and training and experiences they got that helped them get their job or position. —*Fairbanks*

POSITIVE VALUES

Assets #26 - 31

Always be there with a warm smile and friendly ear for others.
—King Salmon

When you are trusted to do a task, do it the best you can.
—Barrow

Think about your personal values. Choose friends who feel the same as you do, especially about sex, alcohol and other drugs. Restraint takes personal courage and the support of others!
—Juneau

Spend time with little kids, playing games and teaching them little things. *—Tatitlek*

Each morning, promise yourself that you will be honest. Before you go to bed at night, recall your day. If you kept your promise, congratulate yourself. If you did not, agree to do better the next day. *—Togiak*

Listen to the stories of the Elders. What values are described? How do these values relate to your life today? *—Hooper Bay*

Brainstorm with your peers fun ways you can show others you care. Read to people at the hospital or nursing home. Send birthday cards to all the teachers. Be creative. Have fun. Follow through. *—Sitka*

Spend time with people whom you respect. Choose friends with positive values. Make sure they "walk their talk." *—Metlakatla*

Resolve conflicts with your brothers and sisters calmly, non-violently. *—Fairbanks*

Help the Elders of your community. Help them with their chores and daily living needs. *—Chuathbaluk*

SOCIAL SKILLS

Assets #32 - 36

Listen to the stories of the Elders. How does the story relate to your life today? —*Akiachak*

Help younger kids learn and practice positive ways of dealing with different situations in their life. —*Juneau*

Set a short-term goal and complete it. While you are working at it, keep a journal of your experience. Think about what you need to strengthen and remember what your strong points are. —*Anchorage*

Use a daily planner or calendar to keep track of your commitments, plans, and activities. —*Glennallen*

Get involved in activities that will help you build planning and decision-making skills. —*Fairbanks*

Take time to build friendships with people who are different from you. Attend multi-cultural activities. —*Valdez*

Support your friends, honor their healthy choices, and encourage them to be good people. —*South Naknek*

Share your successes with others. If you have a good game, credit the team. If you have a good hunt, credit the Creator, and if you are a good person credit your family. —*Barrow*

Among your friends, make an agreement not to pressure each other into doing things that they do not want to do. Have some "lines" that will help you if your friends try and pressure you to do things you don't want to do. —*Kodiak*

Before you act on temptation, wait 24 hours. Think about what you really want to do, rather than just going along with the crowd. —*St. Michael*

171

POSITIVE IDENTITY

Assets #37 - 40

Interview your peers or younger children about their dreams. Turn the collection into a book or time capsule. —*Anchorage*

Send a "good job" message or card when you notice someone's achievement. —*Wrangell*

Support your friends when they make mistakes. Help them learn that mistakes are part of learning and growing. —*Aniak*

Listen to Elders' stories from the past. Do they give you a connection to your present life and your future? —*Kake*

Develop a personal relationship with the Creator. Each day look around you and see the power of His creation. Listen to the stories of miracles, good luck, and adventure. They are often filled with the presence of God. —*Kotzebue*

Think about what kind of person you want to be. Write your thoughts down and read them from time to time.
—*New Stuyahok*

Make a list of things that you have control over and things that you do not have control over. Share your list with a respected adult or Elder. What insights do they offer you? —*Mt. Village*

Create some space in your home that you really enjoy being in.
—*Teller*

Try your best with everything you do. Celebrate your efforts as much as your actual successes. —*Fairbanks*

173

Ideas For Organizations

Communities don't always need new programs to build resilient youth. Organizations and programs already in place can do a lot to help build assets in the community. All organizations are important for creating a healthy community for youth. And every organization can benefit from building and sustaining an asset-strong community.

What is different about an asset-building organization?

In general, organizations that build assets do three things:

- **They take a look at themselves and their asset-building potential.** First, they review their current practices to see if they help or hurt asset-building efforts. Then they shape programs and services around their asset-building vision. Finally, they celebrate asset-building actions which result in healthy communities and healthy youth. They give incentives to employees to build assets—in their job, at home, and in the community.

- **They create asset-building policies, systems, and structures.** They make asset building a part of the organization's mission. They include asset building as part of their daily work with youth. And they always encourage employees to build relationships with young people.

- **They work with other organizations and individuals to build assets.** They partner with others to educate all people in the community about asset building. They sustain programs that serve people in the community. They give leadership, expertise, and funds to asset-building efforts. They offer their services and skills to others. They collaborate with other organizations, sharing resources to be able to do more.

What Alaskan organizations are doing with the assets framework

Throughout Alaska, organizations of all types, such as hospitals, media, businesses, police, treatment centers, churches, schools, and youth agencies are working with the assets framework. Some are just getting informed and promoting the idea among their staff and the children and families they serve. Others have taken specific asset-building actions. Below are some examples of what some organizations have done.

Statewide, the **Alaska Superstation (KIMO)** broadcasts a story of teenagers performing service activities every Friday night through the "Spirit of Youth" program.

The **State's Division of Public Health, Maternal Child and Family Health Section** requires agencies that are applying for teen pregnancy prevention grants to describe how their program's services build assets and increase resiliency in their clients.

The **Association of Alaska School Boards (AASB)** has integrated asset building into their comprehensive efforts to increase student achievement. One example is their annual Student Leadership Institute which is held concurrently with their annual conference. After a day-long introduction, students become full participants in the Association's annual school board gathering. The exchange of insights, ideas, opinions, and experiences is beneficial to everyone involved.

The **Alaska National Guard Youth Corps** requires all counselors and teachers to include assets in their curriculum and activities. At the beginning of its six month session, the asset checklist is given to all students and parents. Goals are established to build assets. Upon graduation the checklist is administered again. Family members and mentors are encouraged to continue building assets as the teen begins working in the community.

The Seven Circles Coalition provides funds to nine southeast communities to organize prevention-focused youth-adult partnerships.

Asset building has become part of the treatment plan at **Gateway Center for Human Services** in Ketchikan. After the parent and youth asset checklists are completed and discussed, specific assets are selected for the family to build upon.

Four Valleys Community School in Girdwood is getting the asset message out through community presentations, announcements on the local post office bulletin board, and articles in the monthly community-wide publication. In addition, all Girdwood school families received the asset parent newsletter and book.

Volunteers of America (VOA) in Anchorage incorporates assets through several of its programs. VOA developed and promotes "Parent Networks," an informal tool used by parents to keep track of their children's whereabouts. In addition, VOA sponsors a mentoring project with seniors and youth at a mall transit center.

Each Hoonah school board member took one-fifth of the phone book and called 60 homes to personally invite people to the community workshop on the power of building assets in children and youth.

Counselors at **Providence Hospital's Adolescent Mental Health Unit** in Anchorage use assets as the focus of their multi-family therapy group. Parents and teens identify their assets and select additional ones that they commit to strengthen.

The **Anchorage School District** Safe and Drug Free Schools program trains teachers, bus drivers, counselors, administrators, and community members about assets. They also use the asset framework to help decide which projects to fund through their mini-grant program. In addition, the asset framework is being integrated into the secondary language arts curriculum.

A restaurant in Eagle River has built a reputation for treating all of its teenaged customers with respect. Teens and parents of teens make a point to go there!

Frigid North, an electronics company in Anchorage, incorporates assets discussions into its monthly staff meetings. They also purchased over 1,000 *What Kids Need to Succeed* books and donated them to local youth organizations.

Bering Strait School District purchased one copy of this book for every family in the district. Parent Liaisons from each school in district use the asset framework to show parents, families, Elders, principals, and teachers that we all need to work together to build assets in kids.

The **PTA in Craig**, through its grant award process, gives money to groups and organizations who build assets in the community.

Students from **Central Middle School** made asset presentations to elementary schools in Anchorage. In addition, they organized a fund raiser, "Run for the Books," for Covenant House.

Kenai Peninsula's **Kachemak Bay Family Planning Clinic** Outreach Educator trains high school students as peer educators to teach resistance skills to their peers through the "RARE-T" program, and also serves as an advisor for other youth-led wellness activities in the area.

The **Christian Church of Anchorage** incorporated the asset concepts into a service and handed out materials. Afterwards, members discussed ways of building assets in the home and church.

The **Zach Gordon Teen Center** in Juneau has aligned all its programs and services around the asset model. They have built a climbing wall, become members of the Food Bank, created a Teen Family Center, and recruited volunteers to be positive role models and mentors.

Students at **Weller Elementary School** in Fairbanks put together nutritional food baskets for social service workers to deliver to families in need. This is an ongoing service project, and the students relate that the experience is instructive and rewarding.

The **Fairbanks Daily News-Miner** did a five-part series on how local agencies are reaching out and building assets in youth. The articles covered mentoring activities, youth service opportunities, education, after-school programs, and services for young children.

PATCHWorks, Ketchikan's Planned Approach to Community Health group, adopted the developmental assets model of youth support. Their youth-adult partnership designed an extensive local media campaign about assets and helped administer Search Institute's Student Life Profiles survey to 700 students.

Anchorage Youth for Christ holds Weekly Club programs to help develop positive values, connect teens and caring adults, and give youth opportunities to serve in leadership positions within the club.

Students from **Juneau Douglas High School** are making assets presentations throughout the community of Juneau to children and at association meetings and parent nights.

Anchorage's local government involves teens as key decision makers with the Youth Advisory Commission, the Anchorage School Board, Anchorage Youth Court, and its long-range planning commission.

The **PTA from Joy Elementary School** in Fairbanks raised the money to purchase a book about assets for every family in the school. The PTA also sponsored an assets training at one of its monthly meetings.

Public health nurses in Kodiak talk to parents about assets during well child exams, and display information about the asset framework in the patient waiting and exam rooms.

The **Alternative Placement Services** in Mat-Su uses the framework throughout its nine-week program for students with ongoing behavior problems. Clients take the survey, parents and teens discuss it, and staff focus on helping parents and youth work on the assets they wish to strengthen throughout the program.

Anchorage Police Department's juvenile crime unit hands out asset books to families of youth in trouble.

Valley Women's Resource Center in Palmer teaches decision making and assertiveness with teens in its agency-sponsored groups. Teens are involved in agency decisions about class offerings, and are encouraged to testify at public hearings about issues that affect them.

Best Western's hotel in Seward provides asset information in all guest rooms.

United Way of Anchorage and **British Petroleum (Alaska) Inc.** purchased and distributed 3,000 asset books during the Christmas Giving from the Heart (G.I.F.T.) food and toy distribution project.

Anchorage Youth Court is integrating asset activities for its defendants.

The Parent Liaison in Shaktoolik created a dream catcher that hangs in the school commons. Each time a parent volunteers in the school, another strand is added to the web. The dream catcher shows the kids and the parents that it takes a whole village to educate a child.

Sitka Prevention and Treatment Services has made over 50 presentations about assets at workplaces, meetings, and community service organizations. Teens serve on the board of directors, provide leadership in all teen activities, and are part time employees. Teens provide peer education in communication skills, conflict resolution, and sexuality issues. And they are leaders in many agency-sponsored community service projects.

A VPSO (Village Public Safety Officer) in a southeast community gives the asset book to parents of children in trouble.

The Wrangell School District, in conjunction with the city assembly and other partners, held an Asset Building Fair, which over 300 people attended. Every agency, association, and group that works with children and youth were invited to show how their program builds assets.

How to get started

We strongly encourage people to *first* bring the asset approach into their own personal life before trying to bring it into an organization! **The power of asset building is greatest in *individual* action.**

Search Institute has developed several tools to help guide organizations toward asset-building action. The following ideas are from Search Institute's *Healthy Communities – Healthy Youth Tool Kit*.

Five easy ways organizations can encourage asset building:

1. Present the asset-building concept to employees, constituents, or members in newsletters, workshops, or other forums.

2. Feature an asset of the week and give employees ideas on how to build that asset on and off the job.

3. Use organizational newsletters, press releases, or events to recognize employees, constituents, or members who make special efforts to build assets for youth in the community.

4. Share practical ideas for how individuals can build assets, such as creating and distributing a list of simple ways to show you care. (See list on pages 182-183.)

5. Provide meaningful opportunities for young people to contribute to others in and through your organization.

"A hundred years from now it will not matter what my bank account was, the sort of house I lived in, or the kind of car I drove. But the world may be different because I was important in the life of a child."

—*Kathy Davis*

Quick References

Search Institute's Model: Developmental Assets
- Infants and Toddlers (Ages 0 - 2)
- Preschoolers (Ages 3 - 5)
- Elementary Children (Ages 6 - 11)
- Adolescents (Ages 12 - 18)

Simplest Ways to Build Assets

Community Contributors

Search Institute's Model: Building Assets Infancy Through Adolescence

We know that asset building does not begin in the sixth grade, which is where Search Institute's survey research begins. Asset building happens throughout the life of a child. For some families, asset building begins before conception, with the planning, dreaming, and wondering that goes on as we think about bringing a new life into the world. In the book, *Starting Out Right*, Search Institute shows us how the 40 developmental assets fit into the different stages of the lives of children.

Developmental Assets for Infants and Toddlers (Birth to Age 2)	
Asset Type	**Asset Name and Definition**
EXTERNAL ASSETS	
Support	
	1. **Family support**—Family life provides high levels of love and support.
	2. **Positive family communication**—Parent(s) communicate with the child in positive ways. Parent(s) respond immediately to the child and respect the child.
	3. **Other adult resources**—Parent(s) receive support from three or more nonparent adults and ask for help when needed. The child receives love and comfort from at least one nonparent neighbor.
	4. **Caring neighborhood**—Child experiences caring neighbors.
	5. **Caring out-of-home climate**—Child in caring, encouraging environments outside the home.
	6. **Parent involvement in out-of-home situations**—Parent(s) are actively involved in helping the child succeed in situations outside the home.
Empowerment	
	7. **Children valued**—The family places the child at the center of family life.
	8. **Child has role in family life**—The family involves the child in family life.
	9. **Service to others**—Parent(s) serve others in the community.
	10. **Safety**—Child has a safe environment at home, in out-of-home settings, and in the neighborhood.
Boundaries and Expectations	
	11. **Family boundaries**—Parent(s) are aware of the child's preferences and adapt the environment to best suit the child's needs. Parent(s) begin setting limits as the child becomes mobile.
	12. **Out-of-home boundaries**—Child care and other out-of-home environments have clear rules and consequences while consistently providing the child with appropriate stimulation and enough rest.
	13. **Neighborhood boundaries**—Neighbors take responsibility for monitoring child's behavior as the child begins to play and interact outside the home.
	14. **Adult role models**—Parent(s) and other adults model positive, responsible behavior.
	15. **Positive peer observation**—Child observes positive peer interactions of siblings and other children and has opportunities for beginning interactions with children of various ages.
	16. **Expectations for growth**—Parent(s) are realistic in their expectations of development at this age. Parent(s) encourage development but do not push the child beyond his or her own pace.
Constructive Use of Time	
	17. **Creative activities**—Parent(s) daily expose the child to music, art, or other creative activities.
	18. **Out-of-home activities**—Parent(s) expose the child to limited but stimulating situations outside of the home. Family attends events with the child's needs in mind.
	19. **Religious community**—Family attends religious programs or services on a regular basis while keeping the child's needs in mind.
	20. **Positive, supervised time at home**—Parent(s) supervise the child at all times and provide predictable and enjoyable routines at home.

This two-page chart may be reproduced for educational, noncommercial uses only. All other rights reserved. From *Starting Out Right: Developmental Assets for Children*, © 1997 by Search Institute, 700 S. Third Street, Suite 210, Minneapolis, MN 55415; (612) 376-8955.

Developmental Assets for Infants and Toddlers, Continued	
Asset Type	**Asset Name and Definition**
INTERNAL ASSETS	
Commitment to Learning	
	21. **Achievement expectation**—Family members are motivated to do well at work, school, and in the community, and model this to the child.
	22. **Engagement expectation**—The family models responsive and attentive attitudes at work, school, in the community, and at home.
	23. **Stimulating activity**—Parent(s) encourage the child to explore and provide stimulating toys that match the child's emerging skills. Parent(s) are sensitive to the child's level of development and tolerance for movement, sounds, and duration of activity.
	24. **Enjoyment of learning**—Parent(s) enjoy learning, and demonstrate this through their own learning activities.
	25. **Reading for pleasure**—Parent(s) read to the child daily in enjoyable ways.
Positive Values	
	26. **Family values caring**—Parent(s) convey their beliefs about helping others by modeling their helping behaviors.
	27. **Family values equality and social justice**—Parent(s) place a high value on promoting equality and reducing hunger and poverty, and model these beliefs.
	28. **Family values integrity**—Parent(s) act on convictions and stand up for their beliefs, and communicate and model this in the family.
	29. **Family values honesty**—Parent(s) tell the truth and convey their belief in honesty through their actions.
	30. **Family values responsibility**—Parent(s) accept and take personal responsibility.
	31. **Family values healthy lifestyle and sexual attitudes**—Parent(s) love the child, setting the foundation for the child to develop healthy sexual attitudes and beliefs. Parent(s) model, monitor, and teach the importance of good health habits, such as providing good nutritional choices and adequate rest and play time.
Social Competencies	
	32. **Planning and decision-making observation**—Parent(s) make all safety and care decisions for the child and then model these behaviors. Parent(s) allow the child to make simple choices as the child becomes more independently mobile.
	33. **Interpersonal observation**—Parent(s) model positive and constructive interactions with other people. Parent(s) accept and are responsive to the child's expression of feelings, interpreting those expressions as cues to the child's needs.
	34. **Cultural observation**—Parent(s) have knowledge of and are comfortable with people of different cultural/racial/ethnic backgrounds, and model this to the child.
	35. **Resistance observation**—Parent(s) model resistance skills by their own behaviors. Parent(s) are not overwhelmed by the child's needs and thereby demonstrate appropriate resistance skills.
	36. **Peaceful conflict resolution observation**—Parent(s) behave in acceptable, nonviolent ways and assist the child to develop these skills when faced with challenging or frustrating circumstances by helping child solve problems.
Positive Identity	
	37. **Family has personal power**—Parent(s) feel they have control over things that happen to them and model coping skills, demonstrating healthy ways to deal with frustrations and challenges.
	38. **Family models high self-esteem**—Parent(s) model high self-esteem and create an environment where the child can develop positive self-esteem, giving the child positive feedback and reinforcement about skills and competencies.
	39. **Family has a sense of purpose**—Parent(s) report that their lives have purpose and model these beliefs through their behaviors.
	40. **Family has a positive view of the future**—Parent(s) are optimistic about their personal future and work to provide a positive future for the child.

Developmental Assets for Preschoolers (Ages 3-5)	
Asset Type	**Asset Name and Definition**
EXTERNAL ASSETS	
Support	
	1. **Family support**—Family life provides high levels of love and support.
	2. **Positive family communication**—Parent(s) and child communicate positively. Child seeks out parent(s) for assistance with difficult tasks or situations.
	3. **Other adult resources**—Child receives support from at least one nonparent adult. Parent(s) have support from individuals outside the home.
	4. **Caring neighborhood**—Child experiences caring neighbors.
	5. **Caring out-of-home climate**—Child in caring, encouraging environments outside the home.
	6. **Parent involvement in out-of-home situations**—Parent(s) are actively involved in helping the child succeed in situations outside the home.
Empowerment	
	7. **Children valued**—Parent(s) and other adults value and appreciate children.
	8. **Children given useful roles**—Parent(s) and other adults take child into account when making decisions and gradually include the child in decisions.
	9. **Service to others**—The family serves others in the community together.
	10. **Safety**—Child has a safe environment at home, in out-of-home settings, and in the neighborhood.
Boundaries and Expectations	
	11. **Family boundaries**—Family has clear rules and consequences. Family monitors the child and consistently demonstrates appropriate behavior through modeling and limit setting.
	12. **Out-of-home boundaries**—Neighbors, child care, preschool, and community provide clear rules and consequences.
	13. **Neighborhood boundaries**—Neighbors take responsibility for monitoring child's behavior.
	14. **Adult role models**—Parent(s) and other adults model positive, responsible behavior.
	15. **Positive peer interactions**—Child's interactions with other children are encouraged and promoted. Child is given opportunities to play with other children in a safe, well-supervised setting.
	16. **Expectations for growth**—Adults have realistic expectations of development at this age. Parent(s), caregivers, and other adults encourage child to achieve and develop his or her unique talents.
Constructive Use of Time	
	17. **Creative activities**—Child participates in music, art, or dramatic play on a daily basis.
	18. **Out-of-home activities**—Child interacts with children outside the family. Family attends events with the child's needs in mind.
	19. **Religious community**—Family attends religious programs or services on a regular basis while keeping the child's needs in mind.
	20. **Positive, supervised time at home**—Child is supervised by an adult at all times. Child spends most evenings and weekends at home with parent(s) in predictable, fun, enjoyable routines.

This two-page chart may be reproduced for educational, noncommercial uses only. All other rights reserved. From *Starting Out Right: Developmental Assets for Children*, © 1997 by Search Institute, 700 S. Third Street, Suite 210, Minneapolis, MN 55415; (612) 376-8955.

Developmental Assets for Preschoolers, Continued	
Asset Type	Asset Name and Definition
INTERNAL ASSETS	
Commitment to Learning	
21.	**Achievement expectation**—Parent(s) and other adults convey and reinforce expectations to do well at work, school, in the community, and within the family.
22.	**Engagement expectation**—The family models responsive and attentive attitudes at work, school, in the community, and at home.
23.	**Stimulating activity**—Parent(s) and other adults encourage the child to explore and provide stimulating toys that match the child's emerging skills. Parent(s) and other adults are sensitive to the child's level of development.
24.	**Enjoyment of learning**—Parent(s) and other adults enjoy learning, and engage the child in learning activities.
25.	**Reading for pleasure**—Caring adult(s) read to the child for at least 30 minutes a day.
Positive Values	
26.	**Family values caring**—Child is encouraged to express sympathy for someone who is distressed and to share his or her possessions with others.
27.	**Family values equality and social justice**—Parent(s) place a high value on promoting equality and reducing hunger and poverty, and model these beliefs.
28.	**Family values integrity**—Parent(s) act on convictions and stand up for their beliefs, and communicate and model this in the family.
29.	**Family values honesty**—Child learns the difference between truth and lying.
30.	**Family values responsibility**—Child learns that actions have an effect on other people.
31.	**Family values healthy lifestyle and sexual attitudes**—Parent(s) and other adults model, monitor, and teach the importance of good health habits. Child learns healthy sexual attitudes and beliefs and to respect others.
Social Competencies	
32.	**Planning and decision-making observation**—Child begins to make simple choices, solve simple problems, and develop simple plans at an age-appropriate level.
33.	**Interpersonal interactions**—Child plays and interacts with other children and adults. Child freely expresses feelings and is taught to articulate feelings verbally. Parent(s) and other adults model and teach empathy.
34.	**Cultural interactions**—Child is positively exposed to information and people of different cultural/racial/ethnic backgrounds.
35.	**Resistance practice**—Child is taught to resist participating in behavior that is inappropriate or dangerous.
36.	**Peaceful conflict resolution practice**—Parent(s) and other adults model peaceful conflict resolution. Child is taught and begins to practice nonviolent, acceptable ways to deal with challenging or frustrating situations.
Positive Identity	
37.	**Family has personal power**—Parent(s) feel they have control over things that happen to them and model coping skills, demonstrating healthy ways to deal with frustrations and challenges.
38.	**Family models high self-esteem**—Parent(s) model high self-esteem and create an environment where the child can develop positive self-esteem, giving the child positive feedback and reinforcement about skills and competencies.
39.	**Family has a sense of purpose**—Parent(s) report that their lives have purpose and model these beliefs through their behaviors.
40.	**Family has a positive view of the future**—Parent(s) are optimistic about their personal future and work to provide a positive future for the child.

Developmental Assets for Elementary-Age Children (Ages 6-11)	
Asset Type	**Asset Name and Definition**
EXTERNAL ASSETS	
Support	
	1. **Family support**—Family life provides high levels of love and support.
	2. **Positive family communication**—Parent(s) and child communicate positively. Child is willing to seek parent(s) advice and counsel.
	3. **Other adult resources**—Child receives support from nonparent adults.
	4. **Caring neighborhood**—Child experiences caring neighbors.
	5. **Caring school climate**—School provides a caring, encouraging environment.
	6. **Parent involvement in schooling**—Parent(s) are actively involved in helping the child succeed in school.
Empowerment	
	7. **Community values children**—Child feels that the community values and appreciates children.
	8. **Children given useful roles**—Child is included in family decisions and is given useful roles at home and in the community.
	9. **Service to others**—Child and parent(s) serve others and the community.
	10. **Safety**—Child is safe at home, at school, and in the neighborhood.
Boundaries and Expectations	
	11. **Family boundaries**—Family has clear rules and consequences and monitors the child's whereabouts.
	12. **School boundaries**—School provides clear rules and consequences.
	13. **Neighborhood boundaries**—Neighbors take responsibility for monitoring the child's behavior.
	14. **Adult role models**—Parent(s) and other adults model positive, responsible behavior.
	15. **Positive peer interactions**—Child plays with children who model responsible behavior.
	16. **Expectations for growth**—Adults have realistic expectations of development at this age. Parent(s), caregivers, and other adults encourage child to achieve and develop his or her unique talents.
Constructive Use of Time	
	17. **Creative activities**—Child participates in music, arts, or drama three or more hours each week through home and out-of-home activities.
	18. **Child programs**—Child spends one hour or more per week in extracurricular school activities or structured community programs.
	19. **Religious community**—Family attends religious programs or services at least one hour per week.
	20. **Positive, supervised time at home**—Child spends most evenings and weekends at home with parent(s) in predictable and enjoyable routines.

This two-page chart may be reproduced for educational, noncommercial uses only. All other rights reserved. From *Starting Out Right: Developmental Assets for Children*, © 1997 by Search Institute, 700 S. Third Street, Suite 210, Minneapolis, MN 55415; (612) 376-8955.

Developmental Assets for Elementary-Age Children, Continued

Asset Type	Asset Name and Definition
INTERNAL ASSETS	
Commitment to Learning	
	21. **Achievement expectation**—Child is motivated to do well in school.
	22. **School engagement**—Child is responsive, attentive, and actively engaged in learning.
	23. **Homework**—Child does homework when it is assigned.
	24. **Bonding to school**—Child cares about her or his school.
	25. **Reading for pleasure**—Child and a caring adult read together for at least 30 minutes a day. Child also enjoys reading without an adult's involvement.
Positive Values	
	26. **Caring**—Child is encouraged to help other people and to share his or her possessions.
	27. **Equality and social justice**—Child begins to show interest in making the community a better place.
	28. **Integrity**—Child begins to act on convictions and stand up for her or his beliefs.
	29. **Honesty**—Child begins to value honesty and act accordingly.
	30. **Responsibility**—Child begins to accept and take personal responsibility for age-appropriate tasks.
	31. **Healthy lifestyle and sexual attitudes**—Child begins to value good health habits. Child learns healthy sexual attitudes and beliefs and to respect others.
Social Competencies	
	32. **Planning and decision-making**—Child learns beginning skills of how to plan ahead and makes decisions at an appropriate developmental level.
	33. **Interpersonal competence**—Child interacts with adults and children and can make friends. Child expresses and articulates feelings in appropriate ways and empathizes with others.
	34. **Cultural competence**—Child has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
	35. **Resistance skills**—Child begins to develop the ability to resist negative peer pressure and dangerous situations.
	36. **Peaceful conflict resolution**—Child attempts to resolve conflict nonviolently.
Positive Identity	
	37. **Personal power**—Child begins to feel he or she has control over "things that happen to me." Child begins to manage life's frustrations and challenges in ways that have positive results for the child and others.
	38. **Self-esteem**—Child reports having a high self-esteem.
	39. **Sense of purpose**—Child reports that "my life has a purpose."
	40. **Positive view of personal future**—Child is optimistic about her or his personal future.

Developmental Assets for Adolescents (Ages 12-18)	
Asset Type	**Asset Name and Definition**
EXTERNAL ASSETS	
Support	
	1. **Family support**—Family life provides high levels of love and support.
	2. **Positive family communication**—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parent(s).
	3. **Other adult relationships**—Young person receives support from three or more nonparent adults.
	4. **Caring neighborhood**—Young person experiences caring neighbors.
	5. **Caring school climate**—School provides a caring, encouraging environment.
	6. **Parent involvement in schooling**—Parent(s) are actively involved in helping the young person succeed in school.
Empowerment	
	7. **Community values youth**—Young person perceives that adults in the community value youth.
	8. **Youth as resources**—Young people are given useful roles in the community.
	9. **Service to others**—Young person serves in the community one hour or more per week.
	10. **Safety**—Young person feels safe at home, school, and in the neighborhood.
Boundaries and Expectations	
	11. **Family boundaries**—Family has clear rules and consequences and monitors young people's whereabouts.
	12. **School boundaries**—School provides clear rules and consequences.
	13. **Neighborhood boundaries**—Neighbors take responsibility for monitoring young people's behavior.
	14. **Adult role models**—Parent(s) and other adults model positive, responsible behavior.
	15. **Positive peer influence**—Young person's best friends model responsible behavior.
	16. **High expectations**—Both parent(s) and teachers encourage the young person to do well.
Constructive Use of Time	
	17. **Creative activities**—Young person spends three or more hours per week in lessons or practice in music, theatre, or other arts.
	18. **Youth programs**—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations.
	19. **Religious community**—Young person spends one or more hours per week in activities in a religious institution.
	20. **Time at home**—Young person is out with friends "with nothing special to do," two or fewer nights per week.

This two-page chart may be reproduced for educational, noncommercial uses only. All other rights reserved. From *Starting Out Right: Developmental Assets for Children*, © 1997 by Search Institute, 700 S. Third Street, Suite 210, Minneapolis, MN 55415, (612) 376-8955.

Developmental Assets for Adolescents, Continued	
Asset Type	**Asset Name and Definition**
INTERNAL ASSETS	
Commitment to Learning	
	21. **Achievement expectation**—Young person is motivated to do well in school. 22. **School engagement**— Young person is actively engaged in learning. 23. **Homework**— Young person reports doing at least one hour of homework every school day. 24. **Bonding to school**— Young person cares about her or his school. 25. **Reading for pleasure**— Young person reads for pleasure three or more hours per week.
Positive Values	
	26. **Caring**— Young person places high value on helping other people. 27. **Equality and social justice**— Young person places high value on promoting equality and reducing hunger and poverty. 28. **Integrity**— Young person acts on convictions and stands up for her or his beliefs. 29. **Honesty**— Young person "tells the truth even when it is not easy." 30. **Responsibility**— Young person accepts and takes personal responsibility. 31. **Restraint**— Young person believes it is important not to be sexually active or to use alcohol or other drugs.
Social Competencies	
	32. **Planning and decision-making**— Young person knows how to plan ahead and make choices. 33. **Interpersonal competence**— Young person has empathy, sensitivity, and friendship skills. 34. **Cultural competence**—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds. 35. **Resistance skills**— Young person can resist negative peer pressure and dangerous situations. 36. **Peaceful conflict resolution**— Young person seeks to resolve conflict nonviolently.
Positive Identity	
	37. **Personal power**— Young person feels he or she has control over "things that happen to me." 38. **Self-esteem**— Young person reports having a high self-esteem. 39. **Sense of purpose**—Young person reports that "my life has a purpose." 40. **Positive view of personal future**— Young person is optimistic about her or his personal future.

Simplest Ways To Build Assets

An Elder in Kake once said, "This stuff is so simple! It's just 40 words for ***love***!" Even people with stress-filled lives and different priorities can act in ways that will really help kids. Have fun with this list of ideas. Make a list of your own. The more you do, the more you will notice a wonderful change in the kids around you.

Hug them.
Sing with them.
Greet each of them, by name if you can.
Ask for their help.
Wink at them.
Read with them at home.
Play games with them.
Allow them to make mistakes.
Listen to them.
Plant something together.
Learn the school song.
Set goals with them.
Vote, with their needs in mind.
Listen to music with them.
Keep baby books.
Be consistent with them.
Do things their way sometimes.
Hang up their art work.
Pray with them.
Watch stars together.
Tell them stories.
Surprise them.
Pat their back.
Go for walks together.
Help them with homework.
Put loving messages on the scanner.
Give them specific compliments.
Exercise together.
Tell them you love them.
Go hunting or camping with them.
Steam together.
Notice them.
Praise their efforts.
Be open with your feelings.

Explain your reasons to them.
Celebrate their birthdays.
Display their photographs.
Go berry picking and make jam.
Be optimistic.
Always tell them the truth.
Offer options when they ask your help.
Make them a good breakfast.
Open your home to their friends.
Give them something special that belongs to you.
Attend their games, performances, events.
Encourage them.
Cook with them.
Go swimming or ice skating together.
Joke with them.
Be with them when they are afraid.
Put notes in the lunch or backpack.
Celebrate new discoveries in them and with them.
Say thank you.
Give them space when they need it.
Discuss their dreams and fears.
Answer their questions.
Create a tradition with them and keep it.
Have them teach you something.
Be available to them.
Say you're sorry.
Tell them what you like about them.
Share things about yourself.
Talk proudly about them to friends when they're near.
Believe in them.
Notice their growth and changes.
Include them in conversations.
Respect their choices.
Handle the bad days with grace.
Keep some time for them every day.
Create a pleasant home.
Take on new challenges together.
Welcome their suggestions.
Be spontaneous and silly sometimes.
Expect their best, not perfection.
Honor who they are.
Love them, no matter what.

Community Contributors

People in the following 114 Alaskan communities contributed the asset-building ideas for this book.

Cities & Towns:

Anchorage
Barrow
Bethel
Chugiak
Cordova
Craig
Eagle River
Fairbanks
Ft. Richardson
Girdwood
Glenallen
Gustavus
Haines
Homer
Houston
Juneau
Kenai
Ketchikan
Klawock
Kodiak
Kotzebue
McGrath
Nenana
Nome
North Pole
Palmer
Petersberg
Seldovia
Seward
Sitka
Skagway
Soldotna
Talkeetna
Tok
Valdez
Wasilla
Whittier
Wrangell
Yakutat

Villages:

Akiachak
Akutan
Ambler
Angoon
Aniak
Bettles
Brevig Mission
Chevak
Chistochena
Chuathbaluk
Copper Center
Cube Cove
Delta Junction
Elim
Elfin Cove
Emmonak
False Pass
Ft. Yukon
Gakona
Galena
Gamble
Golovin
Holy Cross
Hoonah
Hooper Bay
Huslia
Hydaberg
Iguigig
Kake
Kasigluk
Kiana
King Salmon
Kipnuk
Klukwan
Kluti-Kaah
Kwethluk
Little Diomede
Lower Kalskag
Mekoryuk
Metlakatla
Minto
Mt. Village
Naknek
Napaskiak
New Stuyahok
Nikiski
Noatak
Nondalton

191

Villages (cont.):

Noorvik
Northway
Ouzinkie
Pilot Station
Pt. Alsworth
Pt. Graham
Pt. Hope
Pt. Lions
Rampart
Russian Mission
Savoonga
Selawik
Shaktoolik
Shishmaref
Sleetmute
St. Mary's
St. Michael
St. Paul
Tatitlek
Teller
Tenakee
Togiak
Toksook Bay
Tuluksak
Unalakleet
Unalaska
Upper Kalskag

Special thanks to the Ruben Crosset Foundation and the Seven Circles Coalition for providing copies of this book to families throughout Alaska.

Seven Circles Coalition

Reuben E. Crossett
Endowed Alaskan Fund
Supporting Children's Health in Southeast Alaska

19

196

Resources

There are many helpful resources about raising children! This list is just a small selection that deals with the assets framework and resiliency.

Search Institute prints a Resource Catalogue filled with asset-building materials: 1-800-888-7828. Another Search Institute Publication, *Assets*, is a quarterly magazine of ideas for healthy communities and healthy youth: 1-800-869-6882.

Additional Reading

101 Things You Can Do for Our Children's Future. Richard Louv (1994)

All Kids are our Kids. Peter Benson (1997)

***Building Assets Together: 135 Group Activities for Helping Youth Succeed*. Jolene Roehlkepartain (1997)**

Building Assets in Congregations: A Practical Guide to Helping Youth Grow Up Healthy. Eugene Roehlkepartain (1998)

Building Communities from the Inside Out. A Path Toward Finding and Mobilizing a Community's Assets. John Kretzmann and John McKnight (1993)

Emotional Intelligence. Daniel Goleman (1995)

Parenting Toward Solutions: How Parents Can Use the Skills They Already Have to Raise Responsible, Loving Kids. Linda Metcalf (1997)

Prevention. The Critical Need. Jack Pransky (1991)

Raising Kids Who Can: Using Family Meetings to Nurture Responsible, Cooperative, Caring, and Happy Children. Betty Lou and Amy Lew Bettner (1992)

Resiliency in Action. A national journal of resiliency application and practical research: 505-323-1031.

Resiliency in Schools, Making it Happen for Students and Educators. Nan Henderson and Mike Milstein (1996)

The Heart of Parenting: How to Raise an Emotionally Intelligent Child. John Gottman (1997)

The Kids Guide to Service Projects. Barbara Lewis (1995)

The Kids Guide to Social Action. Barbara Lewis (1998)

The Optimistic Child, A Proven Program to Safeguard Children Against Depression and Build Lifelong Resilience. Martin Seligman, Ph.D (1995)

The Seven Habits of Highly Effective Families. Stephen Covey (1997)

The Seven Habits of Highly Effective People, Powerful Lessons in Personal Change. Stephen Covey (1989)

The Virtues Guide, A Handbook for Parents Teaching Virtues. Virtues Project International, Inc. (1990)

Waiting for a Miracle: Why Schools Can't Solve Our Problems and How We Can. James Comer (1997)

What Teens Need to Succeed. Peter Benson (1998)

WEB-Sites

Search Institute's Practical Research that Benefits Children and Youth web-site
http://www.search-institute.org/

The Children First Initiative
A call to individuals, families and organizations to give kids the care and support they need.
http://www.stlpark.k12.mn.us/comm/childfirst/c-1st.html

193

It's About Time ...
The Seattle/Bellevue community Asset Initiative.
http://www.ci.seattle.wa.us/timeforkids/qna.htm

Papers by Notess and Cross links on "Assets for Youth" as interpreted by C. Notess
http://www.sni.net/~cnotess/ayc[illegible].htm

Iowa State University Extension's Positive Youth Development: Media
http://www.exnet.iastate.edu/Pages/communications/PYD/medialist.html

Parent News for October 1995: Resiliency in Children
http://ericps.ed.uiuc.edu/npin/pnews/pnews95/pnews95a.html

Resiliency in Action is dedicated to the exciting, hopeful, and very real concept of resiliency.
http://www.resiliency.com/index.html

The "Resilient Youth, Families and Communities State Major Program" of the North Carolina Cooperative Extension Service takes action to strengthen the resiliency of youth, families, and communities.
http://www.ces.ncsu.edu/AboutCES/smp/19/prodescr.htm

The Whole Family Web-site has information about issues that face parents, families, childen, and youth.
http://www.wholefamily.com/

For an extensive bibliography on resiliency and at risk youth:
http://www.nicsl.coled.umn.edu/Bibliographies_HTML/atrsktb.html

"Every adult needs a child to guide
—that's how adults learn."

BEST COPY AVAILABLE

BEST COPY AVAILABLE